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ABSTRACT

These reports describe and evaluate Illinois Central College's Quality Undergraduate Education for Student Transfers (QUEST) program. The core of the program is to develop in students 15 competencies identified as essential to an educated person: communication skills, mathematics skills, appreciation of physical well-being, understanding of the natural world, understanding of our society, understanding of technology, understanding of our cultural heritage, information-gathering skills, critical thinking skills, effective group interaction, self-examination/self-worth, tolerance and social responsibility, leadership, intellectual curiosity, and an individual value system. All of the competencies are taught across the curriculum, but seven are also the focus of specific courses. The program emphasizes active modes of teaching and learning, including small group work, study groups, independent study, and open-ended assignments. The program seeks to foster the sense that students belong to a community of learning, through a mentor program, an orientation program, assessments of students' talents and interests, cultural activities, and service to the community. The descriptive report discusses the 15 competencies, teaching methods, and the development of a community of learning. The evaluative report considers program costs and revenue, enrollments, retention rates, academic performance, and responses to a student survey regarding QUEST and its effect on their academic life. Appendixes present the results of high school counselor interviews; results of a faculty survey; QUEST faculty meeting notes; a survey of sophomore QUEST students; a summary of pre- and post-assessments of learning; and a QUEST manual. (AJL)

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QUEST:

A Model Transfer Program

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QUEST -- A MODEL TRANSFER PROGRAM

A SUMMARY

Soon after its publication, the Board of Trustees at Illinois Central College asked its administration to respond to the report of the Study Group on the Conditions of Excellence in American Higher Education, Involvement in Learning: Realizing the Potential of American Higher Education. The president of the college, Dr. Leon Perley, suggested that the most productive mechanism of response would be to develop a model program for about two hundred transfer students to begin in the fall of 1986.

Purposes of the Program

The purpose of the program is to try out in a very practical way the recommendations of the report and to measure their effects. Additionally, in developing the model program, the faculty have addressed basic questions regarding the purposes and priorities of the first two years of undergraduate education, questions which have given them a perspective beyond the usual one of their disciplines and which have revitalized their sense of common mission. Through this process, the present curriculum has been thoroughly reviewed, and suggested reforms will be tried out in a limited, experimental fashion, an approach that has reduced the politics usually associated with curriculum revision. The effects of these reforms will be measured through a comparison in retention, performance, and changes in attitude between the students in the model program and those in the regular baccalaureate curriculum. Perhaps the most far-reaching benefit of the model program will be as a mechanism for on-going experimentation and change. The data derived from this experiment we hope will demonstrate in a specific and quantitative way the advantages of a general education.

Process of Development

Since January of 1985, the Dean of Liberal Arts and Sciences has been released from his usual duties to organize this program. So far, more than thirty faculty and staff members have been directly involved in the development of the program, one committee dealing with the subject matter and the other with the teaching methods. The committee on the subject matter started with the question of what the graduate of our two-year transfer program should know and should be able to do. Once these general competencies were identified, it was determined which of the competencies would require separate courses. All the competencies are also to be taught across the curriculum.

A more specific description of the competencies through an enumeration of objectives was developed by sub-committees, which also selected the courses by which the competencies are to be taught. The reports of the subcommittees were presented to each of twelve departments that teach transfer students for their reactions and comments. Then in May of 1985, both the committee on teaching methods and the committee on subject matter met jointly to review the final recommendations. What has been adopted by this

of the whole is reflected in the attached description of the program.

Overview of the Program

The curriculum defines 15 basic competencies to be developed by the time the student receives his Associate in Arts and Science. Some of these competencies are skills (communications, mathematics, critical thinking, information gathering, effective group interaction); some are bodies of knowledge (understanding our society, the natural world, technology, our cultural heritage); and some involve growth in attitude and values (self-examination and a sense of one's own worth, an appreciation of physical well-being, tolerance and social responsibility, intellectual curiosity, leadership, and a system of values).

Many of the courses used to achieve these competencies are existing ones, but some, particularly the interdisciplinary courses. are new courses. The curriculum calls for greater breadth (46 semester hours of general education courses rather than the present 35). To ensure this breadth of common understanding, more of the courses are prescribed, less the cafeteria style of many options. On the other hand, there is a recognition of the need to make progress in an area of specialization. In addition to the 16-20 elective hours, students have the option of taking more specialized general education courses in a specific area needed to progress toward a "major."

More prescribed courses also result in a more coherent curriculum and greater integration of learning. This integration will also be achieved through more interdisciplinary courses and team-teaching. Additionally, we have identified where, in each course, the competencies will be consciously reinforced across the curriculum. Instructors will meet each week to coordinate their courses and to make connections between them. Some faculty will be given released time to guest lecture in different kinds of courses. A "common time" will be established to free up students and faculty to meet together on a regular basis to discuss concerns and issues that cut across the curriculum.

The third quality of the program is a greater emphasis upon active modes of teaching and learning. The teaching methods planned for the program are calculated to engage the student's active participation: small group work, study groups, independent study, tests that call upon the student to connect pieces of information and generalize from them rather than merely repeat memorized information. More "open-ended" kinds of assignments will be offered, assignments whose outcomes are less predicted and whose means and direction are left to the responsibility of the student. Through such active modes, we hope that the student will not only learn more fully, but that he will also grow in critical thinking skills, flexibility, leadership, and intellectual curiosity.

Definite entry and exit standards and testing will improve placement and establish the effects of the program. During the summer preceding the start of the student's participation in the program, an orientation session will acquaint him with the campus, test him for placement, and provide a human potential seminar in which he explores long-term as well as more immediate goals. A mentor system would be added to the advisement process in which the mentor "adopts" two or three students, meets with them regularly to monitor their academic progress, makes referrals for any special needs, and helps them clarify their life goals. From information garnered from the student's instructors, the mentor will prepare a narrative account of his growth in the competencies.

In this program we wish to create a sense of belonging to a group, a collegiality among students and faculty, what the report termed the community of learning. To foster this sense of the community of learning, students not only share common experiences within the same classes, but they also participate with the faculty in a number of cultural events, field trips, and other activities outside the classroom. The parents, spouses, and children of the students are invited to participate in some of these events as well as in a "family day" on campus. A "common place," containing student mail slots, is planned as a meeting place for students and faculty.

The program intends to improve the transition from high school through community college to the university. More bridges and better networks of communications will be built between all three institutions. Specifically, we would like to host a two- or three-day experience on campus for high school seniors. In addition to attending classes, they would participate in a number of special events that would familiarize them with college life. During their sophomore year at ICC, students in the program would be able to spend similiar stays at a four-year institution to which they may transfer. We will also investigate the possibilities of team-teaching with four-year school faculty and other arrangements for the benefit of students in the program.

Ronald Holohan
Dean, Liberal Arts and Sciences
Illinois Central College
February, 1986

THE COMPETENCIES

THE COMPETENCIES

The core of the program is the development of fifteen competencies, which have been identified as essential to an educated person. Some of these competencies are skills, some are bodies of knowledge, and some are values and attitudes.

These competencies will be taught in 46 credit hours of course work. Presently, the College requires 35 semester hours of general education for the Associate in Arts and Science Degree. All the competencies will be taught across the curriculum, and seven of them (Communications, Mathematics, Appreciation of Physical Well-Being, Understanding Nature, Understanding Society, Understanding Technology, and Understanding Our Cultural Heritage) have specific courses through which they will be taught.

The program also recognizes the need to make some progress in an area of specialization during the freshman and sophomore years. 18 elective hours are available for this specialization. Also the student has the option of taking more specialized general education courses in one of the five areas if his planned "major" requires specific prerequisites in that area.

1. Communications Skills (9 hours)
   Writing and speech taught in this area.
   Reading and listening taught across the curriculum.

2. Mathematical Skills (3 hours)

3. Appreciation of Physical Well-Being (1 hour)

4. Understanding the Natural World (8 hours)

5. Understanding Our Society (12 hours)

6. Understanding Technology (1 hour)

7. Understanding Our Cultural Heritage (12 hours)

TAUGHT ACROSS THE CURRICULUM

8. Information-Gathering Skills
   Ability to find and evaluate information both in the library and in the field (primary and secondary sources).

9. Critical Thinking Skills
   Ability to abstract, analyze and synthesize, reason, use the scientific method, and solve problems.

10. Effective Group Interaction

Ability to work with others toward the accomplishment of tasks.

11. Self-Examination and a Sense of Self-Worth

Appreciation of physical and mental well-being, a positive self-image, an awareness of one's potential as well as limitations.

12. Tolerance and Social Responsibility

A respect for the rights of others and a sense of obligation to the community.

13. Leadership

A clear sense of purpose and the ability to articulate this purpose to others and to persuade them of its importance; a readiness to adapt to changing circumstances; the readiness to make informed judgments upon available information and then to act upon those judgments; a readiness to take risks and assume responsibility for one's actions.

14. Intellectual Curiosity

A desire to know as an end in itself.

15. Foundations of an Individual Value System

The need to make sense out of one's experiences and to address the important life questions.

Each of these competencies is described in greater detail on the following pages.

COMPETENCIES TAUGHT IN SEPARATE COURSES

Communication Skills
Mathematics Skills
Understanding the Natural World
Understanding Society
Understanding Our Cultural Heritage

COMMUNICATIONS SKILLS
9 Semester Hours

Objectives

1. To feel confident in speaking before others and in asserting one's own ideas in speaking and writing.

2. To control one's voice and body movements to convey the intended impression.

3. To be able to engage in discussion as both a speaker and a listener -- interpreting, analyzing, and summarizing.

4. To recognize the intention of a speaker/writer and the techniques he is using to affect an audience.

5. To be clear and effective in extemporaneous speaking.

6. To be proficient in standard English usage (pronunciation, usage, grammar, spelling, punctuation, sentence structure, etc.)

7. To be able to choose an organization that is appropriate to the subject matter and the audience.

8. To be able to develop a thesis into a coherent, unified essay or speech.

9. To be able to argue logically and to persuade.

10. To be able to distinguish opinion from fact and to question inconsistencies in reasoning.

11. To use concrete and specific details to develop and support a central idea.

12. To be able to analyze, summarize, interpret and synthesize information.

13. To be able to collect, evaluate, and organize data.

14. To be able to collect, evaluate, use, and correctly credit primary and secondary source material.

15. To be able to integrate well-developed paragraphs into an essay.

16. To write in a clear, concise and forceful style which is appropriate to the content of the writing, its occasion, its purposes and its audience.

Courses

Each student in the program takes all the following courses:

Speech 110 Introduction to Speech (3 hours)
English 114 Writing -- a new course (4 hours)
English 115 Research Papers -- a new course (2 hours)

Communication Skills Taught Across the Curriculum

The importance of writing and speaking skills are made more obvious when they are integrated into the subject matter. Carry-over of these skills from the English and speech classes to more general use is more likely if they are required in other classes. Integrating the communication skills with the subject matter also gives students something to say and a reason for saying it. The teaching of writing and speech is artificial when the occasion for the paper or the speech (its purpose, audience) has to be invented by the student. When the occasions for the exercise of these skills is provided by the subject areas, the student gets a clearer idea of the relationship of form to content. More accurate evaluation of writing should occur when papers are graded in conjunction with the understanding provided by the content area instructor.

Speaking skills are reinforced through opportunities for discussion in all the courses. Specific oral reports are assigned in mathematics, the natural sciences, and the social sciences. For each lab exercise in the natural sciences, a lab team reports its findings to the class in order to serve as an example of the lab report. In mathematics, the student explains his board work to the entire class. Interviews are planned in the natural sciences and the social sciences.

Reading is taught across the curriculum through the textbooks required for the courses. Near the beginning of the students' first semester, an instructor from the Reading Laboratory visits a number of their classes and demonstrates techniques for taking notes and adapting to the various kinds of reading required for the courses. The importance of paying careful attention to symbols is stressed in mathematics as well as close reading of story problems. The techniques of higher analysis are taught in literature.

Written essay tests are given in the social sciences, philosophy, history and literature courses. In the mathematics course, some exam questions call for paragraph answers. On occasion, students are asked to write a short description of the steps used in solving the problem and an explanation of why the answer is a reasonable possibility. Short papers are assigned in the natural

sciences, philosophy, and literature. The lab reports in the natural sciences are written. Students in the science courses also write short reports on topics researched from journal articles and from interviews with resident experts.

In the social science courses, an original research paper is assigned, based upon the use of primary sources (interviews, observations, surveys, etc.). A longer library research paper is assigned in history in conjunction with the research course.

MATHEMATICS SKILLS
3 Semester Hours

Objectives

1. To understand the language, notation system and deductive nature of mathematics.

2. To understand the uses and limitations of descriptive statistics.

3. To understand the structure of mathematics, including the concepts of theorem, postulate, axiom and probability.

4. To understand what constitutes proof in mathematics.

5. To be able to use a mathematical model.

6. To be able to distinguish a function from what is not a function.

7. To be able to solve practical problems at the pre-calculus level.

8. To be able to use a matrix to solve systems of equations.

9. To be able to construct simple algorithms.

10. To be able to use arithmetic and geometric sequences.

11. To be able to use graphing techniques.

12. To be able to use tree diagrams.

13. To recognize that there are a variety of techniques in mathematics to solve many problems and to be able to choose the most efficient.

Courses

Three hours of college mathematics beyond intermediate algebra are required in the program.

The math course required for the program takes the student through pre-calculus level. For the general student, Math 115 College Algebra (3) or Math 134 Algebra for Business and Social Sciences (4) fulfill this requirement. For the more advanced student, any mathematics course numbered above 115 would fulfill this requirement, except Math 150, 200, 201, or 202.

Mathematics Taught Across the Curriculum

In the composition courses are taught reasoning skills, the quantification and analysis of data, selection of samples, and the fallacies of inductive and deductive reasoning. Some of the topics for the speeches and papers required in the communication courses are drawn from mathematics. In the philosophy and history courses, the major thinkers in mathematics are introduced.

The natural sciences courses use a considerable amount of mathematics in the collection and analysis of data from observations and experiments. In the social sciences, basic concepts of statistics are presented, including correlation, standard deviation, measures of central tendency, and the kinds of tests that can be run on data to determine reliability. In economics, the concept of rate of change is introduced. All the social sciences deal with random sampling, probability, and the use of graphs.

APPRECIATING PHYSICAL WELL-BEING
1 Semester Hour

Objectives

1. To create wellness and fitness awareness by testing the cardiovascular, strength and flexibility of the student.

2. To become aware of the causes of stress and to become acquainted with techniques of relaxation that can increase wellness.

3. To improve mobility and agility through physical activity.

4. To develop a personal wellness program.

5. To learn the fundamentals of a sport that can be practiced most of a lifetime -- tennis, golf, jogging or physical conditioning.

Courses

The student takes at least one of the following courses, developed for this program:

PHYED 166 Wellness/Golf (1 hr.)
PHYED 167 Wellness/Tennis (1 hr.)
PHYED 168 Wellness/Physical Conditioning (1 hr.)
PHYED 169 Wellness/Jogging (1 hr.)

Taught Across the Curriculum

An awareness and appreciation of physical well-being is also conveyed in philosophy and biology courses.

UNDERSTANDING THE NATURAL WORLD
8 Semester Hours

Objectives

1. To understand and to be able to use the scientific method.
   a) To be able to formulate hypotheses.
   b) To understand the concepts of variables, control group, and experimental group.
   c) To be able to organize simple experiments, including gathering data, analyzing, evaluating and interpreting it.
   d) To be able to take accurate measurements and to express the results of observations in quantitative terms.

2. To be able to evaluate scientific evidence and expert testimony.

3. To understand the basic classification systems used in science.

4. To understand some of the basic principles underlying natural phenomena.

5. To understand that all things in nature are interrelated and consequently to understand the interrelatedness of the sciences.

6. To understand nature's impact upon human activities and humanity's role in modifying nature, including the uses and limitations of technology.

Courses

A course is required from each of two areas: (A) the biological sciences and (B) the physical sciences. The general student would

take one of the lab sciences listed below from each of these areas:

Biological Sciences (4)	Physical Sciences (4)
Biology 110 (General)	Physical Science 110 (General)
Biology 111 (General)	Physical Science 114 (Astronomy)
Biology 120 (Botany)	Physics 115 (Foundations)
Biology 250 (Field Trip)*	Chemistry 115 (Foundations)
	Chemistry 120 (Principles)
	Earth Science 111 (General)
	Earth Science 116 (Geology)
*Either BIOL 250 or EASC 250 may be taken to fulfill the biology or physical sciences requirement, but not both.	Earth Science 118 (Weather)
	Earth Science 250 (Field Trip)*

As with each of the competencies, the student who needs more specialized courses to progress toward a baccalaureate major will take those science courses instead.

Science Taught Across the Curriculum

The contributions of major scientific thinkers to the development of civilization are introduced in the philosophy and history courses. Some of the topics for the speeches and papers in the communications courses are drawn from the natural sciences. The examples used in Math 115 are drawn from the life and physical sciences. The fundamental concepts of the scientific method (control, experimental groups, variables, selection of a sample, etc.) are taught in the social sciences, as well as the ethical limits of its use with human subjects.

UNDERSTANDING SOCIETY
12 Semester Hours

Objectives

1. To understand the concept of "society" and its component parts.

2. To understand the concept of "institution," what constitutes the major institutions in society, and how they interact with each other and influence the individual.

3. To understand and have tolerance for different societies.

4. To understand the influence of geographic attributes of a place upon the development of people and their social organizations.

5. To understand economic principles and their influence upon societies.

6. To understand the principles of political organization and activity and the impact of politics upon society.

7. To understand individual behavior and motivation.

8. To understand the impact of technology upon society.

9. To understand how the social sciences use the scientific method to gather data, evaluate it and make generalizations.

Courses

Each student in the program shall take a new three-hour seminar course surveying five social sciences -- economics, geography, political science, psychology and sociology.

Additionally, the student selects nine semester hours from the following courses:

ECON	110	Principles of Macroeconomics (3)
GEOG	113	World Regional Geography (3)
HIST	201	American History To 1865 (3)
POLSC	115	American National Government (3)
PSY	110	Introduction to Psychology (3)
SOC	110	Introduction to Sociology (3)

Other choices are possible if they are specifically required for advancing in toward a major area.

Teaching the Social Sciences Across the Curriculum

The topics for some of the papers and speeches assigned in communications courses are drawn from the social sciences as are the examples used in Math 134 Algebra for Business and Social Sciences. In the natural sciences, the scientific aspects of social problems are discussed, especially the social consequences of changes to the environment. Understanding of human motivation and an appreciation of the impact of social forces upon human behavior are conveyed through courses in literature, philosophy and history.

UNDERSTANDING OUR CULTURAL HERITAGE
12 Semester Hours

Objectives

1. To understand the historic development of Western civilization and the intellectual and aesthetic heritage it bequeaths to us.

2. To understand how the major historic events produced the present and to be able to make critical judgments of present situations based upon the past.

3. To be able to make aesthetic judgments based upon an understanding of the visual arts, music, literature, and theatre.

4. To expand one's awareness of artistic genre and one's tolerance of other tastes and opinions.

5. To become more aware of the commonality of experiences expressed in art and to become more empathetic through this awareness.

6. To become more aware of one's own humanity and consequently the connection between oneself and people from other places and times.

7. To experience emotions in a heightened and elevated way through the vicarious medium of art and to appreciate the importance of the emotions in the human condition.

8. To address some of the "eternal questions" that evolve out of one's humanity and to be aware of some of the answers that have been given to these questions.

9. To question assumptions and authorities, to test out the value system which has been inherited, and to define one's own value system.

10. To approach questions with intellectual rigor, commitment and objectivity.

Courses

The students in the program take the following 12 hours of courses:

HIST 118 Western History (3 hours)
PHIL 110 Introduction to Philosophy (3 hours)
HUMAN 128 Art and Music (3 hours)
HUMAN 129 Theatre and Literature (3 hours)

Teaching the Humanities Across the Curriculum

Some of the topics for speeches and papers in the communications courses are drawn from the courses in history, philosophy, literature, and the fine arts. The library research paper taught in history is taught in conjunction with the research course.

In mathematics, history is reinforced through an outline of the history of mathematics, and perspective in the visual arts and musical examples are used for a discussion of sequences. The natural sciences touch upon the historical development of the sciences, the discovery of basic principles of nature, and the major scientific thinkers.

COMPETENCIES TAUGHT ACROSS THE CURRICULUM

Rather than being taught in separate courses, the following competencies are taught across the curriculum:

Skills

- Critical Thinking
- Group Interaction
- Information Gathering

Values

- Self-Examination and a Sense of Self-Worth
- Tolerance and Social Responsibility
- Leadership
- Intellectual Curiosity
- Foundation of Own Value System

CRITICAL THINKING

Students use analysis in choosing the appropriate organization and strategies for their compositions and speeches. Critical thought is also taught through peer critiquing in both writing and speech. In mathematics, students have to analyze problems and identify relevant issues in order to choose the appropriate technique by which to solve them. In the natural sciences, students analyze data in order to draw conclusions and make reasonable predictions. They frequently have to analyze relationships, especially causal relationships.

In philosophy, the student analyzes other people's positions on important issues, the rationale behind the position and the steps in reasoning leading up to the position. In history, different political and economic systems are analyzed. In fine arts courses, the student learns a vocabulary by which he can analyze works of art -- literary, visual and musical. He learns the possibility of basing aesthetic judgments upon more than an immediate emotional reaction.

Reasoning skills and analysis of evidence are taught directly in both the writing and the speech courses. Both the natural sciences and the social sciences teach the scientific method of reasoning: formulating hypotheses, testing them out, selecting and controlling variables, replicating and preparing experiments, and measuring and evaluating the results. In the social sciences and the research course, students learns the basic criteria for selecting subjects for polls and surveys. Common pitfalls in reasoning are taught in speech, composition, philosophy, history, social science, and natural science courses.

By its nature as a value-free tool, mathematics teaches objectivity. Most of the courses in this program stress the need to qualify conclusions to fit the data. From the composition and speech courses, students learn principles of objectivity in judging the reliability of sources in research and they learn the principles and pitfalls of reasoning. In dealing with argument and persuasion, they also become exposed to different sides of controversial issues.

Through the scientific method, students learn the importance of basing conclusions upon careful, systematic observations. Through exposure to theories in science, they also get the idea of the tentativeness of some "truths" and the multiplicity of points of view that can be used in interpreting the same data. In dealing with controversial issues related to science (ex., acid rain, nuclear energy), they also learn the need for a balanced view, a recognition of the complexities involved in such issues, and that there are often graduations of opinions beyond the simple for-or-against. Likewise, the social sciences promote objectivity through the concept of cultural relativity and the careful

qualification of conclusions on those most complex phenomena, human behavior and motivation.

Problem-solution is an assignment in Speech 110. Some problem-solution techniques are taught directly in solving word problems in mathematics. In science, students identify a problem (e.g., an environmental problem), identify what information is needed, gather that information, draw conclusions and formulate alternative solutions. A teaching technique that helps develop the skill of problem-solving involves the creation of problem-solving groups, which compete for the best solution.

A number of teaching techniques and attitudes encourage the development of critical thinking skills. By leaving some work open-ended and "unfinished," the instructor creates the need for problem solving -- the student feels the discomfort of unfinished work and has to think on his own in order to finish it. Tests can develop critical thinking by calling upon students to synthesize their learning rather than merely repeat information. More than recalling facts, students judge the relevance of the information and make connections between various facts. They are presented with situations in which more than a single answer is correct and are encouraged to search for more than one answer or one solution. They are asked to provide rationales for their answers. Probably most conducive to the development of critical thinking is an open atmosphere in the classroom, one in which the student feels free to question and to test.

GROUP INTERACTION

In speech, leadership and group dynamics are analyzed. Small group activity is planned throughout the courses. The writing courses use peer editing. Mathematics employs the "Phillips 66" method of organizing the class into groups of six to work out solutions to problems. In the natural sciences, students work with a lab partner, learning to work cooperatively in sharing equipment and materials, setting up experiments and discussing the results.

As with many of the other competencies, effective group interaction is encouraged by the style as well as the substance of the class. Introductions at the beginning of the courses help make the classes more cohesive and the students more supportive of each other. One technique of doing this is by having each student spend five minutes with another and then introduce him/her to the whole class. Other opportunities for interaction within smaller groups are discussed separately under Active Teaching Methods.

Since the students in the program share many of the same classes together, they feel more comfortable around each other and quickly

establish relationships, which are deepened and made even more meaningful through the extra-class activities of the community of learning.

INFORMATION GATHERING

The techniques of primary and secondary research are taught directly in the composition research course. The newspaper is used on an almost daily basis in speech. In the natural sciences, students compile data from experiments and observations and organize it into lab reports. In both the natural sciences and the social sciences, they investigate topics through learned journals. In the social sciences, they also interview an expert in the field and report on their findings. A project of original research (survey, poll, observations, etc.) is conducted in the social sciences, and a library research paper is prepared for history and the fine arts courses. Through closer coordination between participating faculty, more interdisciplinary courses, and through a greater sense of the community of learning, students are encouraged to seek out faculty in other disciplines as sources of information.

SELF-EXAMINATION & SENSE OF OWN WORTH

The college experience can be a powerful stimulus for a student to learn about himself, to become more aware of his potential as well as his limitations. One of the intentions of this program is that the student not only gains a clearer view of himself but also that the image is a positive one.

To begin this process of self-awareness, the orientation to the program involves an abbreviated human potential seminar as well as an interview intended to determine the student's "life themes." A major responsibility of the mentor is help the student see the progress in his development and to provide recognition for that development. The community of learning provides opportunities for students to explore their interests, develop talents, and receive recognition. The grading practices used by the program are intended to give students a realistic, but supportive assessment of their abilities.

Opportunities for self-examination are built into the courses required by the program. As the student studies individual and group behavior in the social sciences, he begins to examine his own life more objectively and to understand the forces that influenced it. The student's sense of self-worth can be strengthened by the democratic values promoted by the social sciences, particularly the value of the individual and the importance of freedom to

individual development.

By its very nature, writing is introspective, often a matter of deciding upon one's interest in the selection of the topic. The writing course is organized as process, moving from personal experience kinds of writing to more objective kinds of assignments. Thus the student evaluates his personal experiences and relates them to more universal ones.

The courses that fall under "Understanding Our Culture" raise questions of values -- what constitutes the good and the bad, right and wrong, beautiful and ugly. In the light of these questions, the student clarifies and tests his own values. He also experiences the intellectual and emotional life of humankind, and through an awareness of those who preceded him, he begins to define himself.

The teaching techniques proposed for this program promote a sensitivity to students as people. By creating opportunities for their active participation in the classroom, the instructor has the occasion to see students as more than learners of a particular discipline. He can see them as people and be concerned about their development as people. Through active involvement in their own learning, the students have more opportunities for discovering their talents and limitations. By doing so, they achieve a greater sense of mastery and self-worth.

TOLERANCE & SOCIAL RESPONSIBILITY

As a basis for respecting the rights of others, students learn tolerance. From dealing with argument and persuasion in speech and composition, they are exposed to different sides of controversial issues, and they learn how to analyze the arguments apart from their feelings about the conclusions. From the humanities and fine arts, they experience ideas, tastes, and sensibilities very different from their own. Their initial reaction may be aversion, but they come to accept the strange and the unknown, that which may lie outside the limits of their own perspective.

Also conducive to the development of tolerance are the concept of cultural relativity and the acceptance of "the other," which are central to the social sciences. These disciplines celebrate the rich diversity in the ways humans organize into groups, and they recognize the common humanity which makes for the principles underlying those diverse organizations.

Students learn tolerance through an exposure to and an acceptance of ambiguity. Some questions posed by the instructor do not imply a single "right" answer. Multiple answers and solutions are all "correct," calling upon the student to use his own ingenuity in formulating them and his tolerance in accepting other possibili-

ties. To further test tolerance of ambiguity, some interesting situations are posed that have no answers.

Many of the topics selected for speeches and compositions involve social issues and imply social responsibility. The use and misuses of propaganda and the ethical limits of using persuasive devices are discussed in speech and composition courses, as are plagiarism and the importance of documentation. In a larger sense, responsibility in writing and speech are dealt within the courses. Mathematics introduces the ethical hazards of lying with statistics.

The sciences make students aware of issues of social responsibility in showing the environmental effects of human activity and the social and biological consequences of changes in the environment. Students also learn the scientific basis for some of the public issues of the day (e.g., population control, pollution, arms control, genetic engineering). The social sciences deal directly with contemporary problems, their causes and effects, and make the student aware of the need to solve them. In a larger sense, the social sciences are about the relationship of the individual to the group and the network of mutual dependency and obligation.

Through history and the arts, the student gains a sense of connection with others in different times and different places, a larger sense of community, based upon our common humanity. Among the ethical questions raised in philosophy are the individual's relationship and obligation to the group.

LEADERSHIP

The program intends to develop several qualities of leadership, which may be manifested in a career or in service to the community:

(a) a clear sense of purpose, the ability to articulate that purpose to others and to persuade others of its importance:

(b) the ability to work with others and to motivate them toward the accomplishment of a task;

(c) the flexibility to adapt to changing circumstances;

(d) a readiness to make informed judgments upon available information and then to act upon those judgments;

(e) a readiness to take risks and to assume responsibility.

Many of these qualities are related to the competencies enumerated above. For example, through self-examination, the student should gain a clearer sense of his goals and purposes. The subject matter in many of the courses leads him to know who he is in relationship to his society, his culture and to the rest of nature. By exploring his interests and talents under the guidance of his mentor and through the activities of the community of learning, he has a clearer idea of what he is about. The development of his communication skills and his ability to reason enable him to persuade others to the importance of that purpose.

There are special opportunities in the program to work in smaller groups and to assume leadership roles on classroom projects and in the community of learning activities. The performing arts demonstrate the need for a group to work together to accomplish a goal. As discussed above, the student learns tolerance of the different and the strange, a basis for being able to work with many different kinds of people. He also learns acceptance of ambiguity, a basic component for the ability to accept change. Both the teaching methodology and the broad, general education in the program provide the student with the means to adapt to change and the attitude to accept and use it.

From the sciences the student learns the importance of basing decisions upon the systematic evaluation of available evidence. Experience in the basis tools of research, locating, evaluating and using primary and secondary sources, enables him to inform his judgment. Critical thinking skills make it possible to transform that research into sound conclusions.

On the other hand, the social sciences also demonstrate that, especially in dealing with human activities, conclusions must often be formulated upon information that is tentative and incomplete. The human imperative to act and to assume responsibility for that action is also conveyed through history and the humanities. The teaching techniques used in the program encourage students to become more actively involved in their learning and to take a greater responsibility for it. This methodology is intended to foster the leadership qualities of initiative, creativity, risk-taking and a sense of personal responsibility. We intend that the graduates of the program be doers who think.

INTELLECTUAL CURIOSITY

By definition, general education implies an intrinsic value in knowing purely for the sake of knowing, apart from the advantages accrued from that knowledge. No doubt it is this commitment to general education as a value in itself that leads so many of its practitioners to feel squeamish and even slightly traitorous in verbalizing any of its extrinsic benefits.

Beyond an appreciation of its historic power to predict and to control, the sciences foster a curiosity in what makes things "tick," encouraging those childlike questions of what makes a sunset, how birds fly, or how old the earth is. As the student comes to understand some of the principles underlying nature and as he glimpses some of the complex connections between things, his sense of wonder at the world around him is heightened. At the most sophisticated level, a few students find intellectual pleasure in the beautiful design of a scientific theory, connecting and explaining natural events so that they make sense. Likewise in mathematics, problems are presented often as intellectual puzzles to be solved for the pleasure of using one's mind.

A similar curiosity about our past, who we are, how we relate to each other, and what may be the ultimate purposes and meaning of our lives is encouraged through the social sciences and the humanities. The teaching methodology proposed for the programs fosters a spirit of independent inquiry. The intent of the advisement system and the community of learning activities is to start with the student's egocentric desire to know himself and his own origins, but to extend that natural curiosity to that of human experience in general.

BUILDING OWN VALUE SYSTEM

Beyond the values described above, the program does not intend to impose a system of belief upon students; however, it does aspire to provide students with the means and motivation to build a coherent world view of their own, a view by which they are able to make sense out of their own lives.

In reaction to the ideas of others -- faculty and fellow-students in the classroom and outside speakers in the activities organized under the community of learning -- students discover their own opinions. In preparing a speech or a paper, students clarify their own beliefs and find a rationale for these beliefs. The process of composing promotes a consistency in point of view.

The natural sciences introduce questions about the relation of the individual to the species and the relation of humanity to the rest of nature. It raises questions about the origin and evolution of life, even questions about the definition of life, and it overwhelms the imagination with a sense of the magnitude of space and of time. By introducing such questions, the sciences stimulate the student to think about the nature of all things and about his relationship to the rest of existence.

As pointed out in the discussion of other competencies, many of the courses in the program help students define themselves in relation to society, the past and to the rest of nature. The natural

sciences, the social sciences, and the humanities also introduce data, theories and points of view which challenge preconceptions and induce students to rethink inherited values. History brings into question "official" and sanitized versions of what has happened. A glimpse at the mores and values of different cultures sheds a new light upon their own. Exposure to different ideologies in politics, economics, and philosophy and different aesthetic values in the arts leads to a clearer definition of their own beliefs and tastes and the bases for both. The big questions posed by philosophy can cause the student to begin clarifying his own existence. Through this testing, some ideas may be discarded, some strengthened, and most reformulated and then assimilated as truly belonging to the individual.

Concern for the student as a person, shown in the teaching methodology and the advisement system, promotes the development of his own value system. Beyond seeking whether he knows the right answer, some questions are posed in the classroom to help the student clarify his own values -- questions regarding what he cares about and what is important to him. In one activity, for example, students during the last five minutes of class write how they feel about the issue discussed in class, purely for their opinion and not to be graded. Interaction in smaller groups, whether in the classroom or the community of learning, create an "off-the-record," a more informal and relaxed atmosphere in which both student and instructor feel freer to explore questions of values.

QUEST PROGRAM

Suggested Course Sequence

Freshman Year

Fall		Credit Hours
MATH 115	College Algebra or MATH 134 Algebra for Business and Social Sciences (In addition to these two courses, any mathematics course numbered above 115 will also fulfill the requirement, except for MATH 150, 200, 201 or 202)	3-4
SPCH 110	Introduction to Speech	3
ENGL 114	Writing	4
SSC 112	Survey of the Social Sciences This is a new course, team taught by an economist, a sociologist, a psychologist, a political scientist and a geographer. It is designed to help you understand the underlying principles, perspective, and methodology of the social sciences.	3
Transfer Electives		3
		16-17

Spring		Credit Hours
Social Science Electives:		3
	ECON 110 Macroeconomics HIST 201 American History to 1865 GEOG 113 World Regional Geography POLSC 115 American National Government SOC 110 Introduction to Sociology PSY 110 Introduction to Psychology	
ENGL 115	Research Writing	2
HIST 118	Modern Western Civilization	3

Freshman Year, Spring (Cont.)	Credit Hours
Biological Science Elective: BIOL 110 Life Science BIOL 111 The Biology of Man BIOL 120 Botany BIOL 250 Field Biology	4
Wellness/P.E. This is a series of new courses, each of which consists of 2 parts: 1) a wellness section with a fitness evaluation, an analysis of your stress level, and some stress management techniques, and 2) practice in one of the following sports -- a. golf b. tennis c. jogging d. physical conditioning	1
Transfer Electives	3
	16-17

Sophomore Year

Fall	Credit Hours
Physical Science Elective: CHEM 115 Foundations of Chemistry or CHEM 120 Principles PHYS 115 Foundations of Physics PHYSC 110 Energy & Environment PHYSC 114 Astronomy EASC 111 Survey of Earth Science EASC 116 Geology EASC 118 Climate & Weather EASC 250 Field Geology (Either BIOL 250 or EASC 250 may be taken, but not both.)	4
Social Science Elective (see above)	3
HUMAN 128 Survey of Art & Music	3
SSC 114 Understanding Technology This course will consist of a series of guest lecturers and field trips from a variety of areas such as medicine, communication, finance, and agriculture. The purpose is to give the student some understanding of technology and its social impact.	1
Transfer Electives (see above)	6
	17

Sophomore Year (Continued)

Spring

HUMAN 129 Survey of Theatre & Literature	3
Social Science Elective (see above)	3
PHIL 110 Introduction to Philosophy	3
Electives	6-9
	15-18

The QUEST student is also asked to acquire some micro-computer skills before graduation. Computer literacy may be achieved through a number of possible courses and workshops; or a student may proficiency these courses by demonstrating computer skills.

TEACHING METHODS

QUALITIES OF TEACHING FOR THE PROGRAM
BASIC PRINCIPLES

The program attempts to implement the main points of the Involvement in Learning:(1) that active modes of teaching should be employed, (2) that the knowledge taught in undergraduate school be better integrated into a meaningful whole, (3) that clear standards of performance be established, and (4) that learning be promoted outside the classroom through the "community of learning."

Active Modes of Teaching

The program has been designed to foster active modes of teaching in the classroom, but as appropriate for (a) the subject matter, (b) the learning style of the particular student, and (c) the teaching style of the instructor. We have taken exception to the Report's distinction between lectures and "active modes," believing that lectures can be a very active mode. In our opinion, a mode of teaching is active if it engages the mind of the student, and we believe that there are many different ways of doing this, again dependent upon the learning style of the student and the particular strengths of the teacher. In general, a variety of modes should be used to keep the interests of students high. What is essential is that the teaching is "active" in the sense it causes the student to think about the material, react to it, and be able to apply what he learns.

Student's Responsibility for His Own Learning

A concomitant of active learning, and perhaps an essential condition for it, is that the student accept responsibility for his own learning. A danger of even good instruction is that it may provide too much of the structure for learning and tend to reward those who follow directions, play it safe, and turn out the expected product. Perhaps some questions should be left unanswered, some level of frustration purposely maintained, for the unfinished thing is remembered longer. Teaching is the art of modulating frustration. A few more open-ended kinds of classroom activities could be organized, activities whose ideal outcomes are less predicted and whose means and direction are left to the determination of the student. Thereby would be encouraged qualities of initiative, creativity, risk-taking, and a sense of personal responsibility.

Integration of Knowledge

The curriculum should be designed in such a way that it helps the student to "put the pieces together." Students seldom carry-over what they learn in one class to another. The separation of disciplines within the curriculum tends to give the student the false idea that each has little relation to the others and perhaps in the end, that learning has little relationship to the real world. In planning the program, we have tried to overcome this isolation by (a) encouraging instructors to relate subjects, (b) using skill areas, such as English, as natural mechanisms for integrating sub-

ject areas, and (c) creating team-taught courses and seminars that make the connections between disciplines. On the other hand, we also recognize the importance of maintaining the integrity of each discipline -- that the quality of the knowledge within a discipline must be preserved even over the need to connect it to other bodies of knowledge.

Maintenance of Standards

We favor entry requirements and placement testing, but believe that these should be reasonable and realistic. This program is not intended to be an honors program, but should instead be an analogue to the regular transfer curriculum. The admission criteria for the program will be the same admission requirement as the collegewide admission requirement to the Associate of Arts and Science degree. Placement testing in Mathematics and English will be the same as for other students.

Pre- and post-testing, not only within courses, but also over the whole program, will be used to determine its benefits. The ACT Comp (objective form) will be used to assess the value added by the program.

Community of Learning

For learning to be truly appropriated by the student and be made part of himself, it needs to be integrated not just across the disciplines, but also between the classroom and the everyday world. A key support for this integration is that sense of belonging, that feeling of collegiality among students and faculty, which the report terms "the community of learning."

The community of learning is especially difficult to effect at the community college, where there are no dormitories in which students can extend a classroom discussion into an all-night "bull session." Instead the community college student often commutes long distances to the competing demands of a job or raising a family.

These difficulties do not deny the importance of the community of learning for the community college student. On the contrary, since he is often first-generation college, simple experiences in the community of learning, whether it be seeing the books and paintings in a faculty member's home or engaging in a lively discussion after a concert, can dramatically provide glimpses of new possibilities.

LEARNING & TEACHING STYLES

Each student coming into the program is given a short assessment test to determine the optimum style by which he learns. The results of these tests will be given to the instructors in the program.

In using these tests, we are not proposing that the learning style of a student be accepted as an unalterable "given." On the contrary, for future learning it is important to expand the student's repertory of learning styles. Moreover, to be effective, information about learning styles cannot be applied in a doctrinaire fashion; instead, it should be used according to the discretion of the individual instructor.

Valid information about learning style is helpful in working with an individual student. However, it would be impossible to accomodate the myriad of learning styles encountered in a typical classroom. It is more realistic for the instructor to vary his teaching style to meet the many learning styles, to maintain interest through variety, and to expand the student's repertory of learning styles.

VARIETY IN TEACHING STYLES

To expand variety in teaching styles, instructors are encouraged to have their classes videotaped and to keep the tapes for a few weeks. The instructor is thereby able to review his teaching techniques. The tapes could also be used for those students who were absent or who did not understand the class presentation the first time. Also to heightened faculty awareness of learning styles and the need to vary teaching styles, in-service workshops are proposed for the faculty participating in the program.

Among the variety of teaching techniques discussed by the committee are the following:

LECTURE with/without notes
- with outline provided (on screen, board, or handout sheet)
- with chalkboard
- with white board & marking pens, or flannel board
- with overhead transparencies
- with charts, maps, tables, etc.
- with overhead transparencies
- with 3-dimensional models or with models for overhead
- with super-8 film strips
- with slides accompany lecture or integrated with audio tape
- with computer blackboard
- with computer and TV monitor

DEMONSTRATIONS: with objects, people, materials

SIMULTANEOUS TEAM TEACHING (cf. "Interdisciplinary Teaching" below)

GUEST LECTURERS: other teachers, outside experts, etc.(cf. "Community Resources" below)

STUDENT PRESENTATIONS: talks, demonstrations, debates, etc.

PROBLEM-SOLVING SESSIONS: using chalkboard or overhead transparencies

CLASSROOM DISCUSSION: question/answer session, round table discussion, panel discussion, using "feedback" machines
(cf. "Small Group Work" below)

DRAMA - written or improvised plays, skits, dialogs

LABORATORY SESSIONS/COMPUTER LABORATORY SESSIONS

FIELD TRIP: parks, industrial plants, museums, laboratories, etc.

WORK IN THE LIBRARY

A simple way of varying the classroom routine is to change the meeting place of the class. To add some variety, a class session can be scheduled in one of the library conference rooms, the Board Room, on the interim campus, at the Downtown Center, at Lakeview Museum or at another off-campus location. Very effective for establishing a sense of "the community of learning" among those in smaller classes is to meet in the instructor's home.

GROUP WORK

If the class is sub-divided into smaller, task-oriented groups, the focal point shifts from teacher-to-student to that of student-to-student, thereby resulting in more active participation. Learning from a peer can be a powerful reinforcement of what the teacher conveys. These group exercises also develop communication skills and the ability to work with others. They can also help build that "community of learning," which is supportive of risk-taking.

In organizing small groups, care needs to be taken in putting together students who can work well together. Perhaps here information about individual learning styles can be useful. Also helpful would be an in-service workshop in group dynamics for faculty.

As well as using sub-groups within a class, the entire class should be seen as a group and attempts should be made to break down the barriers between the members. For example, at the beginning of the semester, each student could be asked to interview a

fellow student for five minutes and then introduce him or her to the rest of the class. A similar technique is planned during orientation to build friendships in the whole program.

Single Student Presentations Before the Whole Class

Instead of the instructor making all the presentations, individual students can be called upon to present their findings before the whole class. This is regularly done in mathematics, where the student writes his solution on the board and explains it to the class. In discussing how competencies are to be taught across the curriculum, we have identified some of the subject areas in which such oral presentations will be made.

Group Presentations Before the Whole Class

Two students can be called upon to debate an issue before the entire class. This can be formalized with preparation done by the participants and voting by the class. Or it can be impromptu: two students give different answers to the instructor's question, and the instructor maneuvers them into a reasoned argument.

Students can be called upon to role-play a life situation relating to what the class has been studying. This can be prepared beforehand or impromptu. The whole class, or another team of students, analyzes the situation in order to reach some general conclusions.

A group of students can be asked to report the results of their investigations to the whole class. Usually in this technique, one student becomes the spokesperson and the rest are available to answer questions. This strategy also promotes leadership qualities.

For smaller group discussions before the whole class, the "fishbowl" technique may be used. The smaller discussion group is placed in a circle surrounded by the rest of the class, who are encouraged to ask questions and respond to ideas presented by the smaller group.

In another technique the instructor's and the class' roles are reversed. The instructor plays the part of a student working through a typical problem or procedure on the board or on an overhead, while the class operates as teacher, suggesting alternative solutions or methods of approach.

Group Work Within the Class

To encourage participation from individuals in class, the instructor can have question-asking sessions and make some note of who is responding. As students respond, some instructors make a check mark next to their names in the grade book. Periodically, those with fewer check marks are called on. In using this procedure, however, the instructor should be sensitive to the "messages" students send or the more introverted student could be scared away.

The class can be organized into small groups to respond to a question or to solve a problem posed by the instructor. Within a clearly defined time limit, the group members pool their efforts and arrive at an answer, which can be reported to the entire class or submitted to the instructor in writing. Research has shown that groups of three ("triads") tend to be the most productive. As a more open-ended assignment, the group of students can be given greater control of the design and direction of their work. The instructor outlines a very general skeleton of an assignment, just the broad results, and the group designs the direction and organizes the means. The students divide themselves into groups, decide who does what work within the group, and set their own deadlines and criteria of evaluation. When the assignment is completed, it is given to other groups to grade. Such a group activity gives the students a greater sense of responsibility for their own learning.

Occasionally, the instructor may want to encourage joint work during exams. Students discuss in groups of two or three the possible answers to exam questions, and each student decides upon the answers he wishes to submit for his grade. From his experience with this method, one instructor reports that often groups of weaker students matched with stronger students do better than groups of better students.

Group Activity Outside the Classroom

The program will help students who wish to organize into triads of study groups, based upon the location of their homes and the courses they are taking.

For smaller classes, tutorial conferences are possible in which the student meets on a one-to-one basis with the instructor, giving them a chance to know each other. Sometimes these individual sessions can be ice-breakers, bringing out some students so that they feel comfortable enough to participate in the classroom. Occasionally, two or three students with similar questions or problems could be scheduled in an office visit.

Through the common time and common place proposed for the program, regular meetings outside class should be made easier to schedule. These times could be used for groups to meet with the instructor for a special enrichment activity or for groups to meet among themselves to work on a project. They could also be scheduled for students to participate in an activity that integrates learning across the curriculum.

TESTING TECHNIQUES

Tests can be used in a number of ways to develop the main competencies of the program:

In order to emphasize what is important, exam questions are given to the students before the test. In another version of this technique, the students are given a portion of what will be on the test, maybe 50%. This forces the student to organize his study, to discriminate between the principal points and the details.

The time-limited open book test is another method of encouraging the organization of study. Students can be restricted to a single sheet of paper, not machine reproduced and readable solely by human means. This exercise encourages a thorough analysis of the material and fine distinctions between main and minor points.

Sometimes the class can be asked to create the exam by each student submitting five questions. The exercise encourages review and organization of study, and the questions are usually harder than the instructor would have provided.

An exam can be transformed into a group problem-solving session by having two or three students discuss the possible answers during the test, although each submits his own answers.

To provide continuity, the exam can include one question from the previous test. This technique works against the tendency of students to compartmentalize their learning to be retained only up to the exam time.

In competency based courses, multiple versions of an exam are offered. In mathematics at ISU, for example, the student can retake one of the exams, but in an alternate version. The grading system encourages those who have not mastered the prerequisite skills to retake the test and it discourages attempts merely to boost an average from B to A.

For those students who do not take written tests well, occasional opportunities can be provided to take the test orally. However, the student should also be advised to seek special help to overcome this handicap, perhaps through counseling or work in the reading, writing or math lab.

Peer evaluation is frequently used in composition courses, where students read each other's earlier drafts, look for particular stylistic or organizational devices, and make suggestions for revision. In other classes, a student writes a summary of the textbook chapter, which he reads in class. The other students analyze the summary and use the ideas expressed as springboards to discussion. Through peer evaluation, each student learns what his peers are doing and how his work compares.

GRADING PRACTICES

It is recognized that grading practices can have a direct effect upon the student's sense of self-worth, a major goal of the program. Those who have developed this program feel that grades are "a necessary evil," that students need evaluations of their performance as well as the experience of taking tests. Tests and grades are also an important source of information for self-examination. The following suggestions about grading practices are intended to lessen the possibility for damage to the individual's sense of self-worth.

The grade system should be as fair as possible, including attempts at consistency and objectivity (such as working without names while determining semester average). Another component of fairness is ensuring that each student understands the grading system from the beginning of the course.

A sufficient number of exams should be given so that the student gets frequent feedback on his performance and so that his semester grade does not depend upon two or three tests.

Some flexibility within the need for consistency should be exercised. When possible, the student should be able to work at his own pace and take a mastery exam when he is ready. Also when appropriate, there should be some "second-chance" possibilities, such as retaking alternative versions of the test until mastery is achieved. However, requests for "extra credit" should be avoided as evasions of responsibility.

Students' progress should be monitored by the instructor. Students who are in danger of flunking the course should be advised to drop it before the end of the drop date.

Attempts should be made to help students distinguish between failure on a test or in a course and failure as people. Comments on papers should stress the positive ("I can see a marked improvement"), comments which acknowledge the needs of a student as a person as well as the demands of the real world. Individual office sessions should be scheduled to inform students that they are failing.

INTERDISCIPLINARY TEACHING

We see several advantages to team-teaching. By definition, interdisciplinary teaching cuts across the curriculum and furthers the integration of learning. By having the opportunity to see exchanges between professionals in their fields, students realize that more than one perspective is possible even in dealing with the same material. With this experience, they are less apt to show

an unthinking acceptance of a sole expert as an absolute authority, thus promoting their intellectual curiosity, tolerance and objectivity.

The kind of team teaching that is recommended is the type in which all instructors participate in each class session. Other interdisciplinary arrangements, such as guest speakers and alternating instruction from different teachers, are also suggested to be tried on an experimental basis. For integration across disciplines, it was proposed that faculty be given released time to "float" as guest lecturers in various classes.

PROFICIENCY CREDIT

The committee on subject matter and the committee on teaching methods have each independently agreed that the student be allowed to receive course credit through proficiency examination. This is in keeping with the competency approach that has been used to develop the program. The adequacy of the examination in measuring mastery is a matter for the department to decide.

NON-CLASSROOM FORMATS

Correspondence, TV and VCR formats were considered as not in keeping with our emphasis upon active learning and the community of learning; consequently, these formats have not been incorporated into the program. Since students in the program will probably be mainstreamed into regular sections of some courses (in the natural sciences and social sciences, for example), it was felt that enrollment in any correspondence, TV or video/cassette course could not be directly forbidden, but through the mentors, it should be discouraged, except in unusual cases.

INDEPENDENT STUDY

Independent study was seen to reflect many of the attributes desired for the program. Being designed by the student, it provides an occasion for him to be directly responsible for his own learning. By its nature, it is active learning, and it provides the opportunity to build a closer working relationship between teacher and student. Several kinds of independent study projects were mentioned: research, internship, seminars, and readings (special topics).

THE COMMUNITY OF LEARNING

MENTOR ASSESSMENT

A mentor is assigned to each student in the program in order to supplement the college's system of academic advisement.

Mentors will be recruited from among faculty, administration and professional support staff, presently employed or retired. Mentors will be serving voluntarily without any reimbursement but will share a strong interest in seeing students grow as people, outside the classroom as well as inside the classroom. A diversity of mentors, working together in this program, will do much good to build ties across the various offices on campus.

Assignment of students to mentors may be done in a number of ways and the system will have built into it sufficient flexibility to allow for changing assignments if the "chemistry" isn't right. Student interests will be assessed through a survey and may serve as a basis for matching students and mentors. The number of students assigned to a mentor will be set by the mentor himself; doing an excellent job with two QUEST students would certainly be preferable to doing a poor job on four or five QUEST students.

Each student gets to know his mentor during the orientation session. The mentor will, more than anything else, be there for a student whenever necessary. The mentor helps the student explore his larger life goals, determine how realistic those goals are, and develop an educational plan consistent with those goals. The mentor will take a personal interest in the welfare of the student and, without becoming too intrusive, follow-up on the academic growth of each student. The mentor will give advice, function as an ombudsman, act as a referral person when needed and participate with the student in the activities of the community of learning. Appropriate in-service training will be available for all mentors prior to the beginning of the program.

Four members of the Committee on Mentors have been trained to give and interpret the "SRI Learner Perceiver," an interview technique for students. The committee feels that the interview can serve as an excellent basis for developing rapport between mentor and students. On a voluntary basis (by student, mentor and interviewer) the interview will be offered to as many QUEST students as can be practically handled.

ORIENTATION

New students in the program are provided an orientation session during the summer prior to their enrollment in classes. As soon as a student enrolls in the program, he is sent information about the College, the course lay-out for the program and the purposes and

direction of the program. The student is also asked to fill out a questionnaire regarding their life goals, interests, strengths and weaknesses as a student and their hopes for the mentor relationship. This information will help the student to begin thinking about his goals, will provide some information for a mentor and serve as the focus of discussion groups to be held during orientation.

The orientation itself takes place near the beginning of the academic year and lasts two or three days. Among the elements to be included in the orientation are:

a. placement testing in Math and English
b. a tour of the campus to help diffuse the anxiety of being in a strange environment.
c. an explanation of the support services provided by ICC such as the learning labs, counseling office and computer labs
d. information about campus activities and volunteer services available for students
e. brief training in study skills
f. a human potential seminar, either in its complete 16-hour form or a shortened version. This goal clarification and self-examination should help later advisement and the mentor relationship.

IDENTIFICATION OF STUDENT TALENTS AND INTERESTS

A mechanism for identifying the talents and interests of students and then disseminating this information is needed, both to organize the community service activities and to stimulate the growth of the student and his sense of self-worth.

Some of this information can be gleaned by the entry survey and by the mentor as he meets with the student. Some information about his interests and talents is already available on the ACT report and the students' high school record.

During the orientation, information about the student will come out in the human potential seminar. Students are asked to fill out a short questionnaire on their interests and talents. As the writing placement test, students are asked first to interview each other and then to write a character sketch of the fellow student, indicating his interests and talents. This fulfills the need for the writing sample, begins building friendships, and serves as a source of information on the students.

The "Learner Perceiver" instrument of Selection Research, Inc. is also available for those students and mentors who wish to undergo

the process. This instrument reveals the student's priorities and values, his "life themes." It is also an excellent device for "opening up" a student and getting him to talk about himself. Several mentors have received training on using this instrument and analyzing the results, and the device may be used on a voluntary basis within the constraints of the time of those able to administer the instrument.

PLANNING COMMITTEE

A committee plans and organizes activities outside the classroom for those who are involved in the program. These activities are planned around a theme for the semester. The planning committee consists of two faculty teaching in the program, two enrolled students, and an administrator who is teaching or serving as a mentor in the program.

CULTURAL ACTIVITIES

Each year the planning committee investigates what events (lectures, movies, concerts, theatre productions, etc.) are to be available in the area. They seek special discounts for program students, mentors, and faculty. Patrons willing to sponsor the cost of these events for students are also sought. A list of recommended activities is prepared from which groups of students, mentors, and faculty can select activities to attend together. Some of the activities can be incorporated into classroom activities, as deemed appropriate by the instructor. Travel arrangements for joint attendance is made through the College.

Instead of competing with outside interests, such as family concerns, the program intends to involve the family in many of these cultural activities, whether child, parent or spouse of the student. On one of the national holidays in which the College is in session, but public schools are out, a family day is designated for family members to attend classes and participate in special programs designed for them.

A "petty cash" fund, easily accessible to faculty and mentors in the program, can be used to support non-classroom activities, such as local field trips or small group meetings at the instructor's home.

COMMON PLACE

A specific area on campus, preferably close to the library and of a classroom size, will be assigned to this program. This common place would be used by students, faculty, and mentors for "brown-

bag" discussion groups, seminars, tutorial services, and spontaneous and planned events throughout the semester. Student project and study groups would also have a convenient place to meet. The common place would provide a physical identity for the community of learning. Photographs of students and instructors could be displayed in such a place. Posted on the bulletin board would be special recognitions of accomplishments. The room would also house mail slots for students in the program and serve as a communications center. Lockers could be provided in the adjacent hallway.

COMMON TIME

In order to free up participating faculty and many students for special meetings during the week, the program courses are not scheduled during the certain hours during the week. The faculty participating in the program are also free from any assignments during these same three or four hours each week.

Participating faculty are encouraged to coordinate their office hours, not only to avoid conflict with these times, but also to benefit the students in the program.

These hours are used for "brown-bag" presentations and discussions with faculty and students as well as for special events scheduled by the planning committee. An afternoon time is for faculty to meet and discuss how to coordinate their classes for greater integration of learning. At some sessions, students and faculty can evaluate the program and brainstorm on activities to enrich it. Lecturers, artists, writers, etc. visiting the Peoria area are invited to have lunch with the students and explain the presentation they are making in the evening. When nothing is scheduled, these hours are available for the instructor to hold a make-up class session. Student project and study groups also have this time to meet.

COMMUNITY RESOURCE PEOPLE

A list of resource people is compiled by the planning committee through contacting such agencies as Lakeview Museum, Forest Park Nature Center, Wildlife Prairie Park, the Peoria Park District, and the Tri-County Industrial Education Labor Council. Outstanding graduates are also contacted as important resources for program activities. From contacts with local groups who organize lectures, music, and theatre presentations (Amateur Music Club, Civic Center, Peoria Opera, etc.), the names of visiting artists and speakers are to be made available. These lists of community resources are given to the faculty for guest speakers in their classes. Additionally, the planning committee organizes presentations on campus, based upon the semester theme.

Nearby universities shall be approached to set up intern programs for graduate students in counseling, student activities, or particular teaching areas. These interns can assist in the classes, work as mentors, and facilitate many of the activities involved in the community of learning.

STUDY GROUPS

Students are encouraged to form triads of study groups. Although this is on a voluntary basis, the College provides the organizational support, listing pools of possible triads based upon the geographic location of their homes. The interns from the graduate programs could operate as facilitators and resource people for these study groups.

SERVICE TO THE COMMUNITY

Students in the program are encouraged to serve as tutors, both for the study groups indicated above and for other students in the College. They are also asked to serve on various college committees and to participate in student activities. This service, of course, would be on a voluntary basis, and recognition would be made through school publications.

Students in the program are also encouraged to serve the larger community by serving on committees and boards and working for agencies. Some form of internship or service in community agencies can be made part of a course project, especially in one of the social sciences.

Ronald Holohan
Dean, Liberal Arts and Sciences
Illinois Central College
February, 1986

APPENDIX

COMPUTER LITERACY

The Technology Committee felt that in keeping with the philosophy of the QUEST program in turning out a broadly-educated student, well-prepared for the future, the possibility of requiring some micro-computer skills should be addressed.

The committee proposes that hands-on skills could be acquired by a QUEST student in four possible ways. Faculty advisement would be critical in helping a student select the most appropriate way of skill building.

1) Choosing to take one of the following courses:

MATH 112 (1 hr.)
MATH 114 (3 hrs.)
MATH 117 (3 hrs.)
CMPSC 112 (3 hrs.)
CMPSC 110 (3 hrs.)
CMPSC 118 (3 hrs.)
CMPSC 130 (3 hrs.)
ENGR 230 (3 hrs.)
DATPR 130 (1 hr.)
DATPR 131 (1/2 hr.)
DATPR 132 (1/2 hr.)
DATPR 133 (1/2 hr.)
DATPR 111 (1 hr.)

2) Twelve hours of computer workshops comparable to those presently offered through the Institute for Personal and Professional Development. The workshop entitled "Computer Literacy" would constitute the first 3 hours; a student could then choose any other 9 hours of workshops. This would be feasible only if some financial agreement with the Institute could be reached so that workshops would be offered free of charge to QUEST students.

3) The "Computer Literacy" workshop mentioned in #2 above, plus successful completion of a section of ENGL 114 or ENGL 115 taught with micro-computer usage.

4) Technology Committee approval in the case of a student with demonstrated computer skills.

EVALUATION OF QUEST PROGRAM

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QUEST PROGRAM

ORIGIN AND PURPOSES OF PROGRAM

In 1985, a study group established by the Secretary of Education published its findings on American undergraduate education, Involvement in Learning. At the direction of the Board, Dr. Perley considered different ways of responding to the report's recommendations. He decided that the most productive response would be to develop a model program for about 200 transfer students to begin in the fall of 1986.

For a six-month period beginning in January of 1985, I was given released time to organize this model program. Working with committees of over 75 faculty and professional staff members, we first addressed the question of what the graduate of our two-year transfer program should know and should be able to do. Based upon these competencies, a broader curriculum was created, involving 46 hours of general education courses instead of the usual 35.

Following another recommendation of Involvement in Learning, calling for "the integration of learning," these competencies were also to be taught across the curriculum. To further demonstrate the relationships between disciplines, a number of team-taught courses were also created.

Also planned for the program were more active modes of learning, involving students in greater participation and therefore greater responsibility for their own learning. A fourth quality was what the report called "the community of learning." To foster this sense of collegiality, the plan was not only to have students share common experiences within the same classes, but also to participate with faculty and each other in a number of cultural events and other activities outside the classroom. A "common place," containing student mail slots, was planned as a meeting place.

With these purposes, the program was titled given the acronymn QUEST, Quality Undergraduate Education for Student Transfers, and was launched in the fall of 1986.

NEW COURSES

Following the delineation of the competencies to be taught by QUEST, a number of new courses were developed for the program:

CHEM 118 (4.0) - Chemistry and Society
-a chemistry course intended for the non-science major, relating the principles of chemistry to their social and cultural impact

ENGL 114 (4.0) & ENGL 115 (2.0) - Composition courses
-two new freshmen composition courses, divided into general writing and research.

HUMAN 128 (3.0) - Art and Music
HUMAN 129 (3.0) - Literature and Theatre
-two team-taught courses, relating each of the genres to each other and to the societies out of which they grew

PHYED 166 (1.0) - Wellness/Golf
PHYED 167 (1.0) - Wellness/Physical Conditioning
PHYED 168 (1.0) - Wellness/Jogging
PHYED 169 (1.0) - Wellness/Jogging
-these courses teach an appreciation of physical well-being along with the skill of a sport that can use practiced throughout a lifetime

PSY 114 (1.0) Orientation
-besides orienting the student to college, it helps him/her explore possible majors, transfer universities, and careers.

SSC 112 (3.0) Survey of the Social Sciences
-team-taught by five instructors in sociology, psychology, geography and political science.

SSC 114 (1.0) Social Effects of Technological Change
-examination of the interaction between technology and social changes

In addition to the above, a workshop has been developed for those QUEST students who have not attained the rudiments of computer literacy through alternative means.

During the first year of operation, we found that a number of students came to QUEST already having taken ENGL 110, a three-hour composition course, either during the summer preceding their freshman year or while they were in high school. Because of the credit hour problems -- 6 hours of composition being required for graduation -- ENGL 114 and ENGL 115 were dropped from the QUEST program in favor of a return to the two three-hour courses, ENGL 110 and ENGL 111. Actually, many of the ideas in the two courses designed for QUEST were adopted for the regular composition courses ENGL 110 and ENGL 111, rendering the original QUEST courses unnecessary.

COSTS OF THE PROGRAM AND INCOME GENERATED

Not counting the costs of classroom instruction, the expenses of the QUEST program last fiscal year were a little over $50,000.

1987-88 QUEST Costs

Personnel	
Director and Assistant	$19646
Half-Time Counselor	16840
Student Helper	2680
Supplies and Materials, Tests	$ 3659
Brochures and advertisement	$ 3000
Orientation	$ 1369
Community of Learning	$ 4000
Travel	$ 400
Total	$51594

QUEST students are all enrolled in transfer-level courses for which we received last year the state reimbursement of $29.03/credit hour. If tuition is added to this amount, each transfer-level credit hour last year earned at least $57.03. The figures below are very conservative ones: they consist of QUEST enrollment at the end of the semester, after drops have been made; they do not include the income from lab fees (which are substantial); and they do not take into consideration summer enrollment, likely for full-time students like QUEST. Even at that, the estimated income from courses designated as special QUEST courses is over $111,000, and that from all the courses taken by QUEST students during the regular academic year is over $377,000.

	QUEST Courses	All Courses
Fall 1987	1351 hours	3761 hours
Spring 1988	606 hours	2861 hours
Total Hours	1957 hours	6622 hours
Reimbursement & Tuition	x $57.03	x $57.03
Income	$111, 607	$377, 653

ENROLLMENTS

Students have been informed about the program in a number of ways. Attracting the interest of the media especially prior to its first year of operation, QUEST was explained on a number of television and radio programs and in the local press. In the first couple of years, dinner programs were held about the program for high school counselors. An ICC counselor, Ken Williams, regularly visits high schools to inform students about QUEST as well as other college programs.

Annually, QUEST sponsors a College Information Night, providing information to parents and students about such subjects as financial aid, selecting a college, choosing a major, and career projections. Now targeting high school juniors, last spring's

College Information Fair attracted about 250.

Through these efforts, the program appears to be well-established. From the first year, we have recruited well over the 200 targeted for the program. This fall, for example, 280 students were listed on a 8/30/88 computer printout as QUEST students: 184 freshmen and 96 sophomores. However, when a QUEST student is defined as one who is actually enrolled during the current semester in QUEST classes, the numbers are a little lower -- 243 as of August 30, 1988.

Enrolled in QUEST Classes

	FALL 1986 9/5/86	FALL 1987 9/10/87	FALL 1988 8/30/88
Freshmen	160	166	167
Sophomores		121	76
Totals	160	287	243

There tend to be more females than males in the program. In the spring of 1988, for example, 59% of the sophomores and 62.5% of the freshmen were female. The majority of QUEST students are straight from high school, enrolled for full load of daytime classes. On an average, they are taking more than 13 credit hours each semester.

Besides tending to be the traditional college-bound students, many of the QUEST students appear to be from middle-class homes, where the parents are college graduates themselves and can afford to send their children away to school. From talking with the parents, I have the impression that the attraction of QUEST is that it will provide a quality general education, guidance in the exploration of life options, and a supportive environment in which their child will be treated as a unique individual.

As indicated by the survey of counselors (Appendix A), the program is well-known among high school students, and it appears that information about the program is now disseminated more by word-of-mouth through the students than anything we are doing.

Going by the results of this survey of counselors from 33 high schools, QUEST appears to be a public relations success:

The value of QUEST for your students -
82% indicate "very worthwhile" (27)
15% indicate "somwhat worthwhile" (5)
0 indicate "not worthwhile"
3% did not answer (1)

What are high school students' opinions?

73% favorable/positive (24)
9% mixed reaction (3)
3% students have limited knowledge (1)
3% counselor not sure (1)
12% no answer (4)

That the students in QUEST feel positive about the program, I believe, is evidenced by the unsolicited testimonial they sent me, once they heard that the program was being evaluated (cf. Appendix B).

RETENTION

Students in QUEST have significantly higher retention rates than do transfer students in general, as measured by the numbers from the fall returning to the College in the spring:

Retention Rates from Fall to Spring Semesters

	Transfer Students	QUEST Students
F-Sp 1986-87	84%	89%
F-Sp 1987-88	85%	93%

The QUESTers who entered the College in 1986 were also compared in terms of retention to 160 transfer students randomly selected by the computer. As you can see from these results, the retention rates for QUESTers over the two-year period is much higher than for the regular transfer students. Interestingly, the longer the students were at I.C.C., the more significant the differences in retention were between the two groups.

Semester	QUEST Students	Transfer Students
Fall 1986	166 (100%)	160 (100%)
Spring 1987	147 (86%)	135 (84%)
Fall 1987	121 (73%)	88 (55%)
Spring 1988	108 (65%)	78 (49%)

Out of 267 QUEST students enrolled at the beginning of this fall, only 7 had withdrawn from the College as of November 11, the last day to withdraw from classes.

In order to be designated "Quest student," the student must be signed up for QUEST classes each semester. In these terms, between fall and spring of 1986-87, 41 students left the QUEST program (a retention rate of 73% within the program). Between fall and spring of 1987-88, 48 freshmen left the program for a retention rate of 71% within the program. Following the 1986 class

through its two years, we find that only 43% of the original QUESTers took QUEST classes each of the four semesters.

According to the 16 QUEST faculty who were surveyed (cf. Appendix B, Item # 3), the attendance of the QUEST students in class was better than the usual rate.

In attempt to find out what happened to the QUESTers who did leave I.C.C., we attempted this fall to contact either by mail or telephone all the members of the original 1986 class. Of the 140 who did respond, 84 (60%) had already transferred, 34 (24%) were still attending I.C.C., and 22 (16%) were not attending school. Among the universities to which the QUEST students did transfer were ISU (41%), Bradley (13%), University of Illinois, Northern Illlinois, Southern Illinois, Eastern Illinois, Western Illinois, Illinois College, Grace College (Indiana), and Wheaton College.

ACADEMIC PERFORMANCE

QUEST has the same admission requirements as those for any Arts and Science curricula -- a minimum ACT of 18 or better or a high school rank in the top half of the graduating class. As with the general college admission requirement, probational status is allowed for those who do not fulfil this criteria, but only for one semester.

Even though there has been no attempt to "cream" to put better students into the program, the in-coming QUEST students tend to have a higher ACT composite score than the other transfer students:

Composite ACT Scores of Entering Freshmen

QUEST Class of 1986	20
1986 Transfer Freshmen	18
QUEST Class of 1987	20
1987 Transfer Freshmen	18
QUEST Class of 1988	20
1988 Transfer Freshmen	Unavailable

On the other hand, the QUEST faculty assessed the students in QUEST classes as generally having the same level of intelligence as those in other transfer classes (cf. Appendix C, item #2).

The GPA's of the first QUEST class, that which entered the college in the fall of 1986, was compared with a random, computer-selected group of 160 transfer students who also entered I.C.C. in the fall of 1986. As you can see from the figures below, the QUEST students had higher cumulative GPA's each semester.

Cumulative GPA	F 1986	S 1987	F 1987	S 1988
1986 QUEST Class	2.66	2.72	2.69	3.03
1986 Transfer Class	2.47	2.44	2.52	2.80

Of the 43 sophomores exiting from QUEST with 50 hours or more in the spring of 1988, over 95% reported a C or better average and over half report a B or better average:

Sophomore Self-Reported Cumulative GPA's, Spring 1988

GPA RANGE	# Sophomores	% Sophomores
0.00-1.99	2	4.7%
2.00-2.49	5	11.6%
2.50-2.99	11	25.6%
3.00-3.49	13	30.2%
3.50-4.00	12	27.9%

To assess growth of QUEST students in general competencies, we had intended to use the COMP test, a three-hour standardized test put out by ACT to measure mastery of general education skills and knowledge. Although with some effort we have been able to induce in-coming freshmen to take the test, we have not been so fortunate with exiting sophomores. The testing last spring was done in such conditions and the results so spotty that ACT has advised us to try again this coming spring with graduating sophomores.

In lieu of standardized testing, we have been dependent upon anecdotal information supplied by the instructors of QUEST classes, and these have been generally positive, especially about the QUEST students' active participation in class, their critical thinking, and problem solving skills. At a meeting this fall, the QUEST faculty generally found the QUEST students more inquisitive, more spontaneous, and more supportive of each other's efforts (cf. Appendix D).

In response to a questionnaire in the spring of 1988 (cf. Appendix E), 43 sophomores with 50 credit hours or more indicated that most of them thought that they had grown significantly in most of the competencies for which the program was designed.

As QUEST students entered the program, we asked them to assess their competencies in the areas we intended to teach. Then at the end of their sophomore year, we asked them to assess their abilities in terms of the same competencies. We also asked a control group of non-QUEST students to do the same as they entered and at the end of their sophomore year. (See the summary sheets in Appendix F).

Whereas the non-QUEST students hardly changed at all in their assessment of their abilities after two years of education, the

QUEST students indicated a dramatic improvement in most of the categories. Interestingly, the QUEST students also had a lower opinion of their abilities before they started their program here than did the freshmen in the regular transfer program.

	Pre-QUEST % Responding "Good"	Post-QUEST or "Very Good"
Writing Skills	49% Good/Very Good	65% Good/Very Good
Speaking Skills	47%	57%
Mathematical Skills	34%	51%
Understanding		
Natural World	36%	51%
Society	39%	60%
Cultural Heritage	50%	65%
Objectivity	57%	68%
Self-Esteem	71%	81%
Civic Responsibility	68%	77%
Take Risks & Respon-bility for Acts	63%	85%
Leadership	49%	64%

Whether these figures indicate that the QUESTers achieved mastery of these competencies may be open to question. However, I do believe that the students felt more positive about their learning and especially positive about themselves as the result of being in the program.

INTEGRATION OF LEARNING

As part of the attempt to integrate the learning of the students, a number of team-taught courses were created for QUEST: HUMAN 128 Art and Music, HUMAN 129 Theatre and Literature, and SSC 114 Survey of Social Sciences. This last course involves five different instructors in the fields of sociology, psychology, economics, geography and political science. Each unit taught in SSC 114 is based upon a particular discipline, but at the end of each unit, a class period or two is used to relate the perspective of that discipline to that of others. Sometimes, this involves a panel discussion; sometimes, a group activity involving students and faculty. As indicated in the QUEST faculty discussion (cf. Appendix D), this course has been redesigned to provide even more integration.

In all the team-taught courses, all the members of the team attend and often participate in each of the class sections. Each semester, the instructors of the QUEST-designated classes meet to discuss their course material and how this material can be related across classes. The research paper assigned in ENGL 111 is

also used for HIST 118, a Western Civilization course taught the same semester.

In response to a questionnaire distributed last spring (cf. Appendix C), some of the QUEST faculty indicated that they did not make any special effort at relating material to other courses. Likewise, the graduating QUEST students who were surveyed (cf. Appendix E), also found the attempts to relate the courses less than frequent.

Relating QUEST Courses

Closely Related	3 (7%)
Somewhat Related	37 (86%)
Never Related	3 (7%)

A majority of the students (61%) did find that team-teaching enhanced their learning.

A group of faculty who met this fall to discuss the program did cite a number of successes in their efforts at integrating learning (cf. Appendix D). They did suggest that in order to facilitate integration between disciplines the assignment of faculty to QUEST sections be made for a three-year period and that greater coordination be provided among those teaching in the program.

The coordinator of the program, John Beaupre, also interviewed most of the QUEST faculty as well as some of the faculty not involved in the program for their perceptions. John also observed many of the QUEST classes. From these observations, he saw little coordination of actual assignments between classes. In the interviews, the faculty also indicated that some of the team-teaching in QUEST was "serial teaching," each teacher covering his own material, one after another, with little integration between.

ACTIVE MODES OF LEARNING

According to their responses on a questionnaire last spring (cf. Appendix C), the QUEST faculty did not do anything appreciably different in their classes to involve students more fully. On that questionnaire, a majority of faculty said that students were given about the same opportunity for discussion in the QUEST classes as in regular classes. About half (56%) felt that QUEST and non-QUEST students were about equal in their willingness to participate in class, while a significant minority (25%) felt that QUEST students were more willing. The majority reported that the QUEST students were given about the same amount of responsibility for the choice of activities in the course. Finally, more than half felt that there was no difference in their use of active modes of learning between their QUEST and non-QUEST classes, while a little over 30% said that there was more use of active modes of learning in their QUEST classes.

These responses are somewhat contradicted by the reactions given in the faculty meeting this fall (cf. Appendix D). Most of the QUEST faculty at that meeting reported that students were very actively engaged in their learning. As reported by its instructor, the chemistry class was conducted principally through the method of answering questions and issues raised by the students. The subgroups comprising the Survey of Social Science class worked cooperatively on an exercise following each unit and then presented the results to the larger group.

The responses of the survey of QUEST graduates (cf. Appendix E) also provide a third source of information regarding the amount of active involvement. Over 37% of the students reported that they had been given more opportunity for in-class discussion in QUEST sections, whereas 58% said that they had been given the same. 42% indicated that there were more activities and group projects, while another 42% also said that there were the same amount of such activities. 72% said that there had been the same amount of formal lecture as in the regular classes. 37% reported that they had been given more opportunities to make decisions for the direction of the class, while 54% indicated that they had been given about the same number of opportunities.

Finally, in his observations of QUEST classes, John Beaupre "did see many active modes of learning. Most classes had ample discussion time, some classes had individual student presentations, others had group presentations, and one class had small group discussions. The variety of techniques offered students many opportunities to interact with teachers and fellow students."

One of the reasons for the contradictory testimony may be due to the faulty way we asked the question of faculty, who might be reluctant to admit that they provide more active learning in some of their classes and not in others. Or the explanation may be simply that in some QUEST classes students are given more active modes of learning whereas other QUEST classes are taught in the same manner as any regular section of the same course.

COMMUNITY OF LEARNING

A main purpose of the QUEST program was to establish "a community of learning," a sense of group among students and faculty. All the evidence points to a great success in this area.

According to the student questionnaire of graduates (Appendix E), about 77% of them attended the orientation to the College provided by the QUEST program at the onset of their freshman year. Over 29% found the orientation "very useful," 65% found it "somewhat useful," and less than 6% found deemed it "not useful."
In addition to the orientation session provided to all incoming

QUESTers, some of them have also enrolled in a one-hour orientation course that is especially useful to the undecided student in exploring possible majors and career choices. QUESTers are also offered group advisement sessions prior to registration each semester. These are well attended during the students' first year, but less so as they become more confident and independent. The faculty and department chairs who have participated in these sessions have found them to be not only helpful to the students, but also a more efficient form of advisement.

One aspect of the community of learning that does not seem to be working well is the system of faculty/staff mentors, as remarked by a number of faculty in interviews with John Beaupre. In the survey of them, a fifth of the sophomores report having had no contact with their assigned mentor.

21% - had contact with mentor more than 10 times
12% - had contact with mentor 6-10 times
47% - had contact with mentor 1-5 times
20% - had no contact with mentor

On the other hand, the common room provided for QUEST is exceeding the expectations for its use. Besides being observably crowded during the week, the students also reported on the full utilization of the student lounge (cf. Appendix E):

40% used the lounge more than once a week
32% used the lounge once a week
26% used the lounge once a month
4% did not use the lounge

As part of the community of learning, QUEST has sponsored student attendance at approximately 70 performing art events throughout the community (cf. Appendix G). These include performances by the Civic Opera, the Peoria Players, the Amateur Musical Club, and most presentations at I.C.C. As can seen from the figures below, these opportunities were fully utilized:

	Tickets Available	Tickets Used	% Used
12/86-6/87	169	136	80%
9/87-6/88	437	372	85%
Total	606	507	84%

The sophomores also reported attendance at cultural events:

19% attended more than 10 events
33% attended 6-10 events
45% attended 1-5 events
2% (one student) did not attend any events

The QUEST students have not been passive recipients of the benefits of the program. Knowing each other and therefore feeling

comfortable and secure at the school, they have been quick to organize and initiate activities of their own. Through their advisory committee, they have organized and held four successful dances for the College, two Christmas parties, two end-of-the-year picnics, three trips to Chicago, and two trips to St. Louis. On their own, they are presently organizing a ski trip to Colorado. During their first semester of operation, they initiated a weekly newsletter, filled with special recognition for QUESTers and information about the program, campus activities, and transfer institutions. Being organized, they have been able to secure many seats on the Student Government, and for the past two years, they have won the canned food drive.

Besides the large group activities, many smaller groups have formed within QUEST, such as what one faculty member has called "the Tuesday Afternoon Tea Club," which went to lunch together each week after his class. As remarked by many of the faculty and others who have worked with them, QUESTers have an exuberance, an esprit de corps, and just plain sense of good fun that is a pleasure to see.

Overall, 93% of the graduates felt that QUEST had some positive effect on their social life during their years at I.C.C.

19% - QUEST had a great deal of an effect
74% - QUEST affected social life somewhat
7% - QUEST had no effect on social life

CONCLUSIONS AND RECOMMENDATIONS

1. In terms of public relations, I believe that QUEST has been a success. As seen above, the program is well known in the area and is held in high repute by both high school couselors and students. Moreover, partly as the result of the initial publicity about the program in the local media, partly as a result of the kind of student attracted to the program, and partly as a consequence of the very positive feelings students have about the program, I believe that QUEST has a done a great deal to enhance the image of transfer program at I.C.C. Although there have many, more powerful causes of the enrollment shift to our baccalaureate program, perhaps the enhancement created by the QUEST program did contribute in some small way.

2. As evidenced above, QUEST has a significantly better retention rate than does the regular transfer program. I believe this is due to two qualities of the program:

(a) Through a systematic orientation and many supportive services, the student gets to know the College and its resources. As one faculty member put it, "The Quest students seem to be more in tune with I.C.C. procedures." Ironically, as he becomes more comfortable, he also becomes more independent and better guided by himself, so that some faculty have concluded that this aspect of the program is needed by freshmen only.

(b) Through the community of learning, the student builds relationships with others and thereby to the College, where he feels he "belongs."

I concur with the faculty feeling that these benefits should also be extended in some manner to other I.C.C. students with the possible general improvement of retention at the College.

3. QUEST has effect upon the curriculum in a number of ways. First, it has directly stimulated the creation of a dozen new courses. Some of these, such as ENGL 114 and ENGL 115, and parts of others have been incorporated into regular transfer courses. Moreover, some of the counseling procedures and recruiting techniques first used in QUEST have been adopted by Adult Re-Entry and the Admissions office.

In the development of the program and the identification of the competencies, basic questions of the purposes and purposes of general education were addressed by the faculty and can now be more clearly articulated to students. In this light, the experience of QUEST should provide a basis for the general education review now being mandated by the State.

4. There is evidence, most strikingly in the pre- and post-assessments of their competencies, that QUEST makes students feel positive about their learning about themselves. Perhaps as the result of this positive feeling, the QUEST students seem to be more enthusiastic and active in the classroom. We should investigate ways that similar ends can be accomplished for other students at I.C.C.

5. The most difficult aspect of QUEST to implement and the most difficult to evaluate has been the changes it was intended to make in teaching methods -- specfically what has been termed "the integration of learning" and "more active modes of learning."

(a) Although there is evidence of some attempts at relating disciplines to each other, my conclusion is that not enough has been done to help the student integrate knowledge. One of the obstacles to this is the scheduling of different faculty to teach the same QUEST classes. I intend to ask the chairs to seek faculty who are interested enough in the program to commit to a three-year stint of teaching QUEST

courses. With a stable cadre of instructors, meeting on a regular basis under the guidance of the program director, I believe particular plans for cross-referencing between classes can be achieved. This commitment is especially important in the team-taught courses, where replanning and restructuring may be necessary to achieve true integration. To a remarkable extent, this was already achieved this past summer in the Survey of Social Science, where five dedicated instructors spent many hours planning the course.

(B) The efforts at active modes of learning, I believe, have been more successful, although this too is a mixed bag. With the same commitment as outlined above and the consequent stability of faculty, I would institute a series of in-service programs for new faculty taught by those who have achieved true participation in their classrooms.

6. The mentor program needs to be studied closely and either done away with or radically redesigned, perhaps by basing it upon a smaller group of more committed faculty and staff.

7. I don't believe we yet have sufficient evidence to answer the question of whether QUEST students are learning more than students in the regular transfer program. One class of QUESTers consistently achieved higher cumulative grade point averages, but, as indicated by the higher ACT scores of in-coming QUESTers, their grades may be the result of native ability. There is no denying that those finishing QUEST felt very positive about their mastery of the competencies taught by the program. However, this is hardly conclusive. I would like to make a longer term comparative study. Also for more solid data, I would like to find a way of enticing sufficient numbers of QUEST and non-QUEST sophomores into taking the ACT COMP test.

In short, I would like the QUEST experiment to continue.

Ron Holohan
December 1988

APPENDIX A

RESULTS OF HIGH SCHOOL COUNSELOR INTERVIEWS
1987 -- 1988

Appendix A1

Schools and counselors interviewed

Academy/Spalding	Houlihan
Bergan	Capitelli
Bloomington	Schaab
Brimfield	Kennedy
Deer Creek/Mackinaw	Fornoff
Delavan	Dare
Dunlap	Murphy
East Peoria	Jenkins
Elmwood	Stewart
Eureka	Ruble
Farmington Central	Baird
Flanagan	Messersmith
Forman-Manito	Viano
Green Valley	Johnson
Illini Bluffs	Cantrell
I.V.C.	McNaught
Limestone	Johnson
Low Point-Washburn	Rolinski
Manual	Roberts
Metamora	Bachman
Minonk-Dana-Rutland	Peters
Morton	Lindley
Normal	Fritz
Olympia	Sparrow
Pekin	Spialek
Peoria Christian	Fox
Peoria Heights	Jones
Peoria Central	Adams
Richwoods	Kaufman
Roanoke-Benson	Mecagni
San Jose	Wayland
Washington	Salzer
Woodruff	Blakey

Report of High School Counselor Interview
with QUEST Representative

HIGH SCHOOL _____ PRINCIPAL _____

ADDRESS _____ COUNSELOR _____

CITY _____ ZIP CODE _____ TELEPHONE _____

1. How many students are in your graduating class?

2. What do you feel are the current needs of your students that, perhaps, the Quest program at ICC could help fulfill?

3. What is your opinion about the value of the QUEST program for your students?

a.) very worthwhile b.) somewhat worthwhile c.) not worthwhile

a.) Upon what is this opinion based?

b.) What are your students' opinions?

4. What would you recommend that we do to enhance the program?

5. Do you feel a "College Information Fair" is worthwhile?

a.)very worthwhile b.)somewhat worthwhile c.)not worthwhile

a.) For juniors, seniors or either?

b.) What topic areas would be of the most value to parents and/or students? (Last year we covered application, choice of college, financial aids, and career futures.)

c.) When (what month) would this College Information Fair be most helpful?

6. Do you have any questions about Quest?

7. When would it be convenient for our staff to make a presentation to interested seniors at your school?

RESULTS OF HIGH SCHOOL COUNSELOR INTERVIEWS*
1987-1988

QUESTION 1. How many students in graduating class?

Response	Number Giving Response
less than 50	8 (24.2%)
51-100	6 (18.2%)
100-199	6 (18.2%)
200-299	6 (18.2%)
300-399	5 (15.2%)
more than 400	2 (6.1%)

QUESTION 2. What are the current needs of students that QUEST could fulfill?

Response	Number Giving Response
help with career choices	10 (29.4%)
transfer help	12 (35.0%)
group identification	5 (15.0%)
give personal attention	2 (5.9%)
information on financial aid	2 (5.9%)
foster awareness of other programs	1 (2.9%)
study skills	1 (2.9%)
help with undecided majors	1 (2.9%)

QUESTION 3. What is your opinion about the value of the QUEST program for your students?

Response	Number Giving Response
very worthwhile	27 (82%)
somewhat worthwhile	5 (15%)
not worthwhile	0
no answer	1 (3%)

QUESTION 3a: Upon what is this opinion based?

Response	Number Giving Response
current QUESTers' comments	13 (43.3%)
QUEST reps. and presentations	11 (36.7%)
own observations	3 (10%)
no answer	2 (6.1%)
knowledge is limited	1 (3.3%)

*Note: 33 high school counselors were interviewed either at the time of a presentation or via a phone interview.

QUESTION 3b: What are high school students' opinions?

Response	Number Giving Response
favorable/positive/good	24 (70.6%)
no answer	5 (14.7%)
mixed	3 (8.8%)
counselor not sure	1 (2.9%)
students have limited knowledge	1 (2.9%)

QUESTION 4: What would you recommend we do to enhance QUEST?

Response	Number Giving Response
no answer	11 (34.4%)
keep as is	10 (31.3%)
make public more aware of QUEST	6 (18.8%)
counselor answer not applicable to question	3 (9.4%)
career testing	1 (3.1%)
give one hour credit	1 (3.1%)

QUESTION 5: Is a "College Information Fair" worthwhile?

Response	Number Giving Response
very worthwhile	25 (75.8%)
somewhat worthwhile	6 (18.2%)
no answer	2 (6.1%)
not worthwhile	0

QUESTION 5a: Is a "College Information Fair" worthwhile for juniors, seniors, or both?

Response	Number Giving Response
juniors	3 (8.8%)
seniors	1 (2.9%)
both	25 (73.5%)
no answer	5 (14.7%)

QUESTION 5b: What topics would be most valuable to parents/students?

Response	Number Giving Response
financial aid	23 (69.7%)
career futures	21 (63.6%)
college choice	8 (24.2%)
major choice	5 (15.2%)
application process	4 (12.1%)
no answer	3 (9.1%)
transferring process	1 (3%)
remedial programs	1 (3%)
social factors	1 (3%)

QUESTION 5c: When would "College Information Fair" be most helpful?

Response	Number Giving Response
fall	18 (54.5%)
spring	6 (18.2%)
either	6 (18.2%)
no answer	3 (9.1%)

QUESTION 6: Do you have any questions about QUEST?

Response	Number Giving Response
no	26 (81.3%)
no answer	4 (12.5%)
need more information	2 (6.3%)

yes: What is the maximum number of students QUEST can accomodate? What will be our selection process if applicants exceed this number?

QUESTION 7: When is a convenient time for our staff to make a presentation to your students?

Response	Number Giving Response
fall	11 (33.3%)
spring	7 (21.2%)
no answer	7 (21.2%)
anytime	4 (12.1%)
either fall or spring	2 (6.1%)
call to arrange	2 (6.1%)

APPENDIX B

Students for Quest
P. O. Box 5274
Morton, IL 61550

December 14, 1987

Dean Ronald Holohan
Liberal Arts and Sciences Division
Illinois Central College
East Peoria, IL 61635

Dear Dean Holohan:

As finals week draws to a close, students and faculty both look forward to a full night's rest with grateful anticipation. For many of us Quest students, this week offers a last chance to demonstrate that we have met with the demands set by our course of studies. This evaluative process, however, is more than a pat on the back or a slap on the wrist: the resulting grades will offer us feedback which will serve to guide our future actions as we attempt to maintain high academic performance and become contributing members of the community.

Those of us who are communicating with you are attempting to offer the college a similar evaluation which we hope will prove helpful to those who are shaping the future course of the Quest program. We would like to express our support of its innovative objectives and acknowledge specific aspects of the program which we feel are crucial in promoting those objectives.

Quest has approached the subject of academic climate with a unique and succesful method of promoting informal socializing between student and teacher. The benefit of this process has been a greater sense of shared mission among the student and faculty group as a whole.

Quest shows an active concern for the personal development of the student. As we struggle to meet the demands of our studies we are offered the compassionate guidance of a personal advisor. Few standard guidance counselors can claim the impact of those who serve as mentors in the Quest program.

The Quest curriculum focuses on preparation for continued study in a broad liberal arts environment. As we participate in each Quest course, we are better able to view all the disciplines as they relate to each other and to our own futures. We are offered the opportunity to explore our individual identities and to become aware of our own values. We feel more completely prepared to enter into the larger community beyond our own campus. Team-taught courses and an integrated curriculum are indespensible in promoting a liberal education.

The feeling of community among Questers, unique among ICC students, evolves from the sharing of scholastic experiences among a small core of students who meet upon common ground. The adherance to a group program of studies promotes mutually supportive behaviors among the Quest "family" that are not found outside of this program.

We realize that few of these objectives are shared by all of those people who bear responsibility for determining the educational direction of contemporary colleges. We know that some object to the reform-oriented programs that are offered by Quest. We believe, however, that the program has proven its worth. We acknowledge that we gain from the departure from the standard programs which are favored by those with a more conservative attitude. The change is an adventure and a risk because it is new. Yet we feel that it is an adventure that offers a great reward and is a risk well worth taking.

Sincerely,

APPENDIX C

RESULTS OF QUEST FACULTY QUESTIONNAIRE *
1987 -- 1988

QUESTION 1. Title and semester of class taught.

QUESTION 2. Did QUEST students seem to have more or less intelligence than students from a regular section class composed of transfer students?

RESPONSE	NUMBER GIVING RESPONSE
more intelligence	0
same intelligence	13
less intelligence	2
no answer	1

QUESTION 3. Was QUEST student attendance higher than attendance in non-QUEST classes?

RESPONSE	NUMBER GIVING RESPONSE
higher	11
same	4
lower	1

QUESTION 4. Did QUEST student attitudes seem to be different from non-QUEST student attitudes?

RESPONSE	NUMBER GIVING RESPONSE
no different	1
somewhat different	15
very different	0

*NOTE: 16 instructors responded to questionnaire

QUESTION 5. Were the QUEST students more prepared or less prepared for class than the usual non-QUEST group?

RESPONSE	NUMBER GIVING RESPONSE
more prepared	2
same	10
less prepared	2
no answer	2

QUESTION 6. Did you relate subject matter in your QUEST course to the subject matter in other courses so that students could carry-over what they learn in one class to another?

RESPONSE	NUMBER GIVING RESPONSE
considerably	3
occasionally	8
seldom	2
no answer	3

QUESTION 7. If you used team teaching in your QUEST courses, did you feel it enhanced learning?

RESPONSE	NUMBER GIVING RESPONSE
did enhance learning	3
did not enhance learning	3
interfered with learning	0
no answer	10

QUESTION 8. In comparison with non-QUEST classes you have taught, were students given more or less opportunity for discussion in the QUEST classes?

RESPONSE	NUMBER GIVING RESPONSE
more opportunity	2
same opportunity	11
less opportunity	2

QUESTION 9. In comparison with non-QUEST classes you have taught, were your QUEST students willing to participate in class discussion?

RESPONSE	NUMBER GIVING RESPONSE
more willing	4
same	9
less willing	2
no answer	1

QUESTION 10. In comparison with non-QUEST classes you have taught, did your QUEST students have more or less responsibility for the choice of activities used in the course?

RESPONSE	NUMBER GIVING RESPONSE
more responsibility	1
same	14
less responsibility	0
no answer	1

QUESTION 11. In comparison with non-QUEST classes you have taught, was there more or less use of active modes of teaching in your QUEST classes?

RESPONSE	NUMBER GIVING RESPONSE
more use	5
same	9
less use	1
no answer	1

QUESTION 12. In comparison with your non-QUEST students, did you have more or less contact outside of class with the students from your QUEST classes?

RESPONSE	NUMBER GIVING RESPONSE
more contact	3
same amount of contact	13
less contact	0

QUESTION 13. Is there any other way not covered in this questionnaire in which your QUEST classes were different from your non-QUEST classes?

RESPONSE	NUMBER GIVING RESPONSE
no answer	8
answer not applicable to question	3
more adult learners needed	2
assigned research paper	1

APPENDIX D

APPENDIX D

NOTES FROM MEETING OF QUEST FACULTY
11/05/88

MIKE SVOB had a negative mindset toward teaching QUEST before teaching in the program. From what he had heard about the program, he had expected to have problem controlling classroom, had expected an elitist attitude, a clique. But from his experience, he came to feel that the students are a "nice bunch of kids," "very hardworking bunch." Even took some on a couple of canoe trips.

Mike did still wonder from a philosophical point of view whether the sheltered type of experience they are given in the program, with the special privileges, might serve them ill in the future as they try to adapt after transferring.

RON HOLOHAN pointed out that from initial data, it appears that the QUEST students actually transfer earlier than others. Moreover, they have taken over the leadership of SGA and there have been many examples of their taking initiative. From these incidents, Ron posed the possibility that the QUEST students may be even more confident and independent to meet new challenges.

MARIEA DENNISON preferred teaching QUEST students than other transfer students. Questers tend to be more spontaneous.

BROOKS MCDANIEL saw the need for a common experience of shared classes in order to create a real community of learning.

BARB HARTNETT believed that the large Social Science class makes possible the bonding between group members.

KEN WILLIAMS reported that the ties among the students go beyond the classes and remain even after they drop the classes.

RICH HOFFMANN said that his QUEST classes were so much different from his regular transfer classes, that they were so much more fun. Part of this exuberance he attributed to the fact that the students know each other and feel comfortable, and part of it he saw as the result of relating chemistry to their everyday life.

BILL FIEPEL saw the essential value of QUEST program as an orientation to college. He suggested that students be put in QUEST classes during their freshman year, but after that, that requirements be loosened up. He saw the need of getting everybody together at the beginning of their years at I.C.C.

He also saw the need for department chairs to schedule the same instructors for QUEST classes so to promote the efforts at integration between classes. He thought that each instructor should be given a three year appointment to teach a QUEST course.

The group concurred on the need for faculty who are truly

interested in the program as well as the need for someone to coordinate the faculty to promote integration.

On the question of whether QUEST students are learning more, MIKE SVOB said that the QUESTers in his composition course are either sharper or are more inquisitive because of the atmosphere, knowing and feeling comfortable around each other.

MAX MAYES found the QUEST students in his P.E. class "clannish." One of his classes even went to lunch together. In comparison with his regular classes, the QUESTers were not much different, except perhaps that they contained a "higher percentage of poorly skilled people."

RICH HOFFMANN finds the QUEST students more animated and curious than students in his other introduction classes. The QUESTers ask the right questions and he provides the information. Not as many facts may be covered, but their understanding is deeper.

MIKE SVOB found the students more spontaneous, "almost an extension of the spirit of high school," while at the same time, they are also hardworking. They tend to more active because they feel more comfortable around each other. Mike relates composition to their other classes by having them choose paper topics based upon what they are learning in other classes.

CLIFF OZMUN and MAX MAYES found little difference between the QUESTers and their regular P.E. classses, except that the QUESTers know each other and so have more interaction, "at times a Tuesday afternoon social." The talent level in the QUEST classes are not as high as in some of the other P.E. classes, taken as electives by students. Max finds that the students really enjoy the "wellness" section of the course taught by Ken Williams.

MARIEA DENNISON felt somewhat guilty about the art/music class she team-taught. The problem was that the class seems too ambitious, trying to cover too much material in both subjects. Little time was left for student participation, active modes of learning.

BARBARA GREENBERG agreed with Mariea's assessment of the art/muic course. There is the potential for a great course, but it needs to be restructured -- more of an overview. As it is there is not enough time to handle all the material and still stimulate creative thinking.

BETTSEY BARHORST finds that all speech classes, QUEST or not, are active and participatory by their nature. She did find the QUEST students to be more motivated, perhaps because of the support of a community of learning, and more willing to relate their studies to other subjects.

BARB HARTNETT tries to teach values as well as material in the Survey of Social Science classes. The course involves basic principles

of political science, economics, sociology, geography and psychology, and is taught by five different instuctors from the disciplines. Unlike other social science classes, in this one students are encouraged to make value judgments on such matters as forms of government, economic systems, etc. The classes is based upon the competencies intended to be taught in QUEST. Activities involving writing, speaking, critical thinking, group work are planned into the lessons for the class. The class is divided into small working groups, who are to a degree responsible for some of the points earned by each in the course. At the end of each segment, the group completes an exercise that relates the discipline that has just been completed to the others. In these ways, the student is a more active participant as well as integrating his learning.

In Barbara's opinion, the students in the Social Science Survey learned more than the students in an ordinary section of Psych 110.

BETTSEY BARHORST has her QUESTers in Speech use topics from the Survey of Social Science for their speeches. She believes much more could be done to correlate what is done in the Speech class with what is done in composition.

It was suggested that possible topics be sent out from the Social Science class for speeches and compositions.

In his class, BROOKS MCDANIEL makes many references to general knowledge of science, literature, etc. in order to relate learning.

MARIEA DENNISON found that for team-teaching, much more planning time is needed. She suggested that the partners in team-teaching should not be switched and that they should have ample notice about their assignment so that they could plan out the material. The present Art/Music Humanities class is taught serially and structured by history, which is not the best organization for music. Mariea also found a problem with teaming a full-time faculty member with a part-time faculty. Both Mariea and Barbara Greenberg suggested that the course be restructured along art/music appreciation with greater integration of the subjects.

BROOKS MCDANIEL spends more time in his QUEST philosophy class with small groups. The groups don't cover as much material, but go into the material more deeply. The QUESTers spend more time interacting. Tending to be more involved in their studies, they take on greater problems and do not give up.

APPENDIX E

Instructions

SURVEY OF SOPHOMORE QUEST STUDENTS
43 Responses

Appendix E

Use a #2 Pencil only.

Record your Social Security number in the identification number field in the lower left corner of the answer sheet. We need your Social Security number to understand your responses in the context of your course work, demographics, and other student related information. Your individual responses will be held in the strictest of confidences.

Section 1

Record your responses to the following questions in the appropriate circle on the answer sheet.

---

1. What semester and year did you join QUEST?
   a.) Fall '86 95.3% b.) Spring '87 4.7%
2. Number of transfer credit hours completed:
   a.) less than 64 hours 58.1% b.) 64 hours 25.6%
   c.) more than 64 hours 16.3%
3. Cumulative grade point average:
   a.) 1.99 or lower 4.7% b.) 2.00 to 2.49 11.6%
   c.) 2.50 to 2.99 25.6% d.) 3.00 to 3.49 30.2%
   e.) 3.50 to 4.00 27.9%
4. How much has QUEST affected your social life?
   a.) a great deal 18.6% b.) somewhat 74.4%
   c.) none 7.0%
5. How much time have you spent in the QUEST lounge?
   a.) more than once a week 39.5% b.) once a week 30.2%
   c.) once a month 25.6% d.) not at all 4.7%
6. How many cultural events have you attended in connection with QUEST? These would include free tickets to the PAC and Civic Center activities, as well as Brown Bag-It sessions, social events, trips, etc.
   a.) more than ten 19.0% b.) six to ten 33.3%
   c.) one to five 45.2% d.) none 2.4%
7. Did you attend the QUEST Orientation Day held the week before you began classes as a freshman?
   a.) yes 76.7% b.) no 23.3%
8. If you did participate in the QUEST Orientation Day, how useful was it in preparing you for college?
   a.) very useful 29.4% b.) somewhat useful 64.7% c.) not useful 5.9%
9. Have you applied for transfer to a four-year institution?
   a.) yes 86% b.) no 14%
10. Have you been accepted to a four-year institution?
    a.) yes 85.4% b.) no 14.6%
11. During your time as a QUEST student, how many times did you meet with or have written contact with your mentor?
    a.) more than ten times 20.9% b.) six to ten times 11.6%
    c.) one to five times 46.5% d.) none 20.9%
12. Did the teachers of your QUEST courses relate the course matter to other courses?
    a.) closely related subjects 7%
    b.) related subjects somewhat 86%
    c.) never related subjects 7%
13. Did the team teaching used in the QUEST courses you have taken enhance your learning?
    a.) enhanced learning 61%
    b.) did not enhance learning 29%
    c.) interferred with learning 10%
14. In comparison with non-QUEST classes you have taken, were you given more or less opportunity for in-class discussion in the QUEST classes?
    a.) more opportunity 37.2% b.) same amount 58.1%
    c.) less opportunity 4.7%
15. In comparison with non-QUEST classes you have taken, did the QUEST classes use more or less formal lecture?
    a.) more lecture 9.3% b.) same amount of lecture 72.1%
    c.) less lecture 17.6%
16. In comparison with non-QUEST classes, were there more activities and group projects in the QUEST classes or fewer?
    a.) more activities and group projects 42%
    b.) same amount 42%
    c.) fewer activities and group projects 16%
17. In comparison with non-QUEST classes you have taken, were you given more or less opportunity for class oriented decisions (input) in the QUEST classes?
    a.) more opportunity in QUEST classes 37.2%
    b.) same amount of opportunity as other classes 53.5%
    c.) less opportunity in QUEST classes 9.3%

APPENDIX F

APPENDIX F1

QUESTERS' PRE- & POST-ASSESSMENTS OF LEARNING -- SUMMARY

Competency	Very Good	Good	Adequate	Below Average	Can't Judge
Writing					
Pre-	13%	36%	37%	10%	3%
Post-	24%	41%	32%	3%	
Speaking					
Pre-	10%	37%	37%	13%	2%
Post-	14%	43%	35%	7%	1%
Mathematics					
Pre-	9%	25%	29%	22%	14%
Post	17%	28%	35%	15%	5%
Understanding Natural World					
Pre-	7%	29%	39%	21%	4%
Post-	11%	40%	41%	7%	
Understanding Society					
Pre-	7%	32%	41%	20%	
Post-	18%	42%	33%	7%	
Cultural Heritage					
Pre-	13%	37%	35%	13%	2%
Post-	20%	45%	28%	4%	3%
Objectivity					
Pre-	19%	38%	29%	13%	1%
Post-	24%	44%	27%	5%	5%
Self-Esteem					
Pre-	25%	46%	22%	6%	
Post-	36%	45%	19%		
Responsibility to Community					
Pre-	19%	49%	30%	2%	
Post-	29%	48%	21%		4%
Take Risk & Responsibility					
Pre-	22%	41%	32%	5%	
Post-	37%	48%	19%		
Motivate Others					
Pre-	22%	51%	22%	5%	
Post-	21%	52%	21%	5%	
Leadership					
Pre-	6%	43%	33%	18%	
Post-	21%	43%	26%	7%	

APPENDIX F2

NON-QUESTERS' PRE- & POST-ASSESSMENTS OF LEARNING --SUMMARY

Competency	Very Good	Good	Adequate	Below Average	Can't Judge
Writing					
Pre-	20%	44%	31%	5%	
Post-	23%	39%	33%	4%	1%
Speaking					
Pre-	12%	41%	35%	11%	1%
Post-	13%	42%	35%	8%	2%
Mathematics					
Pre-	10%	29%	33%	16%	12%
Post	17%	26%	34%	16%	7%
Understanding Natural World					
Pre-	12%	30%	40%	14%	4%
Post-	10%	39%	42%	8%	1%
Understanding Society					
Pre-	12%	37%	37%	14%	
Post-	17%	41%	33%	8%	1%
Cultural Heritage					
Pre-	18%	31%	38%	12%	1%
Post-	19%	45%	29%	6%	1%
Objectivity					
Pre-	24%	45%	27%	4%	
Post-	21%	45%	26%	8%	5%
Self-Esteem					
Pre-	37%	49%	11%	3%	
Post-	35%	44%	18%	3%	
Responsibility to Community					
Pre-	13%	59%	21%	7%	
Post-	28%	45%	22%	2%	3%
Take Risk & Responsibility					
Pre-	31%	47%	20%	3%	
Post-	32%	47%	18%	3%	
Motivate Others					
Pre-	17%	48%	27%	8%	
Post-	20%	52%	21%	5%	2%
Leadership					
Pre-	10%	39%	31%	20%	
Post-	21%	42%	25%	8%	5%

COMPETENCY SURVEY
FALL '86 - Given to incoming Frosh
Pre-Test QUESTERS

F3

Please record your social security number in the Identification section of the answer sheet. Your first response should be recorded at item #10. Your responses will be held in confidence

For each of the following, use the following scale.

improvement

A. I am very good at this
B. I am good at this
C. My skills are adequate in this area
D. I'm below average in this area
E. I don't even know what this means

MEAN		COMMUNICATION SKILLS						
1.683	18.	Speaking before others and expressing your own ideas. .4	11.1	31.7	34.9	22.2	.1	worse
1.444	19.	Controlling my voice and body movements to convey a certain impression. .1	6.3	50.8	36.5	4.8	1.6	.1 worse
1.238	20	Engaging in a discussion as both a speaker and a listener. same	20.6	41.3	31.7	6.3		same
2.079	21.	Speaking clearly and effectively in an extemporaneous situation. .5	3.2	22.2	46.0	20.6	7.9	.2 worse
1.016	22.	Being proficient in standard English usage (grammar, spelling, etc.). same	30.2	42.9	22.2	4.8		.1 better
1.413	23	Being logical and persuasive in arguments same	12.7	42.9	34.9	9.5		.5 worse
.984	24.	Distinguishing opinion from fact. same	25.4	52.4	20.6	1.6		same
1.683	25.	Being able to develop a thesis into a coherent, unified essay or speech. .4	11.1	30.2	41.3	14.3	3.2	.2 worse
2.065	*	Collecting, evaluating, using and correctly crediting primary and secondary sources.	1.6	21.0	54.8	14.5	8.1	1.0 waw! .6 worse
1.571	27.	Being able to use concrete and specific details to support and develop a central idea 4.8	41.3	46.0	7.9		.5	.4 worse

		MATHEMATICS SKILLS						
2.063	28.	Understanding the uses and limits of descriptive statistics. .3	4.8	20.6	46.0	20.6	7.9	.1 worse
1.921	29.	Understanding the language, notation system and deductive nature of mathematics. .4	6.3	36.5	20.6	31.7	4.8	.3 worse
2.258	30.	Using a mathematical model.	8.1	17.7	32.3 .4	24.2	17.7	.3 worse
2.286	31.	Solving problems at the pre-calculus level.	7.9	20.6	17.5	42.9	11.1 .7	.5 worse
1.460	32.	Using graphs. .5	15.9	34.9	36.5	12.7		.2 worse
2.302	33.	Using tree diagrams. .5	4.8	20.6	36.5	15.9	22.2	.1 worse
2.937	34.	Constructing simple algorithms. .8	3.2	14.3	17.5	15.9	49.2	.1 worse
1.825	35.	Using arithmetic and geometric sequences.	11.1	27.0	36.5	19.0	6.3	.3 same
2.175	36.	Understanding the concepts of theorem, axiom, postulate and probability. Same	9.5	23.8	23.8	25.4	17.5	.3
1.460	37.	Recognizing that there are many mathematical techniques for problem solving.	22.2	33.3	23.8	17.5	3.2	.2 .5 worse

(over)

For each of the following, use the following scale.

A. I am very good at this
B. I am good at this
C. My skills are adequate in this area
D. I'm below average in this area
E. I don't even know what this means

MEAN

APPRECIATING PHYSICAL WELL-BEING

1.159 38. Knowing a sport that can keep me in shape the rest of my life. . 2 . 2 worse
22.2 47.6 22.2 7.9

1.460 39. Being aware of stress and some relaxation techniques to help manage stress. . 2 . 4 worse
17.5 36.5 28.6 17.5

1.274 40. Being aware of my own levels of fitness, strength and flexibility. . 1 . 3 worse
16.1 52.0 24.2 9.7

UNDERSTANDING THE NATURAL WORLD

1.730 41. Understanding and using the scientific method. . 4 . 2 worse
11.1 27.0 42.9 15.9 3.2

1.937 42. Evaluating scientific research. . 3 same
1.6 30.2 42.9 23.8 1.6

2.079 43. Understanding the basic principles underlying natural phenomena. . 4 . 1 worse
4.8 27.0 33.3 25.4 9.5

2.032 44. Understanding the interrelatedness of all things in nature and the consequent interrelatedness of the sciences. . 5 . 3 worse
9.5 19.0 38.1 25.4 7.9

1.587 45. Understanding the interaction between nature and human activities. . 3 . 2 worse
7.9 39.7 38.1 14.3

UNDERSTANDING SOCIETY

1.635 46. Understanding the concept of "society" and its component parts. . 5 . 2 worse
6.3 36.5 46.0 9.5 1.6

1.587 47. Understanding the major institutions in society, their interaction and their effect on the individual. . 1 worse
11.1 30.2 47.6 11.1 . 4

1.556 48. Realizing the influence of geography on a group of people and their social organization. . 5 worse
7.9 44.4 31.7 15.9 . 5

1.794 49. Understanding economic principles and their social effects. . 3 same
6.3 33.3 34.9 25.4

1.597 50. Understanding human behavior and motivation. . 7 . 3 worse
8.1 38.7 38.7 14.5

1.746 51. Understanding the social impact of technology. . 4 . 3 worse
6.3 31.7 44.4 15.9 1.6

2.000 52. Understanding the basic assumptions and methods used in the social sciences. . 7 same
1.6 25.4 44.4 28.6

2.175 53. Understanding the principles of political organization and their social effects. . 3 worse
4.8 14.3 39.7 41.3 . 4

For each of the following, use the following scale.

A. I am very good at this
B. I am good at this
C. My skills are adequate in this area
D. I'm below average in this area
E. I don't even know what this means

MEAN

UNDERSTANDING OUR CULTURAL HERITAGE

1.903 54. Understanding the historic development of Western civilization. .7 .2 worse
4.8 24.2 48.4 21.0 1.6

1.698 55. Understanding how historic events produced the present and being able to make critical judgments of the present based on the past. .5 same
6.3 36.5 38.1 19.0

1.524 56. Having some understanding of the visual arts, music, literature. .3 same
15.9 33.3 33.3 17.5

1.016 57. Being tolerant of others' tastes and opinions. .1 same
23.8 54.0 19.0 3.2

1.556 58 Trying to answer some of the "eternal questions" that humans ask and being aware of some of the answers given to these questions. .1 same
12.7 31.7 46.0 6.3 3.2

1.444 59. Questioning assumptions and authorities and testing out the value system you have inherited. same
15.9 42.9 27.0 9.5 4.8 .2

OTHER SKILLS

1.397 60. Being objective, especially in dealing with controversial issues. .3 .3 worse
19.0 38.1 28.6 12.7 1.6

1.095 61. Knowing who you are and appreciating your value as a human being. .2 .3 worse
25.4 46.0 22.2 6.3

1.143 62. Feeling a sense of responsibility to the community. .1 .1 better
19.0 49.2 30.2 1.6

1.619 63. Developing your leadership skills. .4 same
6.3 42.9 33.3 17.5

1.190 64. Assuming responsibility and showing a readiness to take risk. .3 .3 worse
22.2 41.3 31.7 4.8

1.095 65. Motivating other people toward the accomplishment of a task. — SAME .2 better
22.2 52.8 22.2 4.8

.952 66. Wanting to know purely for the sake of knowing. .1 (wise) .1 worse
34.9 36.5 27.0 1.6

.841 67. Feeling clear about your own value system. same same
41.3 38.1 15.9 4.8

POST TEST FOR QUESTERS

In order to evaluate the education you receive in QUEST, we would like you to honestly answer these questions concerning your skills and abilities.

Appendix F6

For each of the following, use the following scale.

A. I am very good at this
B. I am good at this
C. My skills are adequate in this area
D. I'm below average in this area
E. I don't even know what this means

COMMUNICATION SKILLS

	A	B	C	D	E
18. Speaking before others and expressing your own ideas.	18.6%	41.9%	30.2%	9.3%	
19 Controlling my voice and body movements to convey a certain impression.	9.3%	41.9%	39.5%	7.0%	2.3%
20 Engaging in a discussion as both a speaker and a listener.	16.3%	58.1%	18.6%	7.0%	
21. Speaking clearly and effectively in an extemporaneous situation.	11.6%	27.9%	53.5%	7.0%	
22. Being proficient in standard English usage (grammar, spelling, etc.).	27.9%	46.5%	16.3%	9.3%	
23 Being logical and persuasive in arguments.	18.6%	27.9%	51.2%	2.3%	
24. Distinguishing opinion from fact.	23.3%	51.2%	25.6%		
25. Being able to develop a thesis into a coherent, unified essay or speech.	20.9%	34.9%	39.5%	4.7%	
26 Collecting, evaluating, using and correctly crediting primary and secondary sources.	27.9%	39.5%	32.6%		
27 Being able to use concrete and specific details to support and develop a central idea.	23.3%	44.2%	32.6%		

MATHEMATICS SKILLS

	A	B	C	D	E
28. Understanding the uses and limits of descriptive statistics.	7.1%	31%	40.5%	14.3%	7.1%
29. Understanding the language, notation system and deductive nature of mathematics.	20.9%	25.6%	37.2%	16.3%	
30. Using a mathematical model.	14.0%	25.6%	30.2%	20.9%	9.3%
31. Solving problems at the pre-calculus level.	25.6%	20.9%	23.3%	30.2%	
32. Using graphs.	32.6%	37.2%	27.9%	2.3%	
33. Using tree diagrams.	14.0%	27.9%	34.9%	11.6%	11.6%
34. Constructing simple algorithms.	11.6%	18.6%	34.9%	18.6%	16.3%
35. Using arithmetic and geometric sequences.	14.0%	39.5%	32.6%	14.0%	
36. Understanding the concepts of theorem, axiom, postulate and probability.	9.3%	20.9%	48.8%	14.0%	7.0%
37. Recognizing that there are many mathematical techniques for problem solving.	25.6%	30.2%	34.9%	9.3%	

(over)

For each of the following, use the following scale.

A. I am very good at this
B. I am good at this
C. My skills are adequate in this area
D. I'm below average in this area
E. I don't even know what this means

APPRECIATING PHYSICAL WELL-BEING

	A	B	C	D	E
38. Knowing a sport that can keep me in shape the rest of my life.	25.6%	48.8%	23.3%	2.3%	
39. Being aware of stress and some relaxation techniques to help manage stress.	16.3%	44.2%	30.2%	9.3%	
40. Being aware of my own levels of fitness, strength and flexibility.	20.9%	41.9%	34.9%	2.3%	

UNDERSTANDI'IG THE NATURAL WORLD

	A	B	C	D	E
41. Understanding and using the scientific method.	16.3%	37.2%	44.2%	2.3%	
42. Evaluating scientific research.	14.0%	27.9%	46.5%	11.6%	
43. Understanding the basic principles underlying natural phenomena.	9.3%	32.6%	44.2%	14.0%	
44. Understanding the interrelatedness of all things in nature and the consequent interrelatedness of the sciences.	7.1%	42.9%	42.9%	7.1%	
45. Understanding the interaction between nature and human activities.	7.0%	60.5%	30.2%	2.3%	

UNDERSTANDING SOCIETY

	A	B	C	D	E
46. Understanding the concept of "society" and its component parts.	27.9%	37.2%	32.6%	2.3%	
47. Understanding the major institutions in society, their interaction and their effect on the individual.	18.6%	46.5%	32.6%	2.3%	
48. Realizing the influence of geography on a group of people and their social organization.	18.6%	53.5%	25.6%	2.3%	
49. Understanding economic principles and their social effects.	18.6%	20.9%	51.2%	9.3%	
50. Understanding human behavior and motivation.	27.9%	51.2%	16.3%	4.7%	
51. Understanding the social impact of technology.	11.6%	53.5%	25.6%	9.3%	
52. Understanding the basic assumptions and methods used in the social sciences.	11.6%	46.5%	37.2%	4.7%	
53. Understanding the principles of political organization and their social effects.	7.0%	27.9%	44.2%	20.9%	

For each of the following, use the following scale.

A. I am very good at this
B. I am good at this
C. My skills are adequate in this area
D. I'm below average in this area
E. I don't even know what this means

UNDERSTANDING OUR CULTURAL HERITAGE

	A	B	C	D	E
54. Understanding the historic development of Western civilization.	23.8%	42.9%	23.8%	9.5%	
55. Understanding how historic events produced the present and being able to make critical judgments of the present based on the past.	19.0%	42.9%	35.7%	2.4%	
56. Having some understanding of the visual arts, music, literature.	16.7%	59.5%	19.0%	4.8%	
57. Being tolerant of others' tastes and opinions.	33.3%	47.6%	16.7%		2.4%
58. Trying to answer some of the "eternal questions" that humans ask and being aware of some of the answers given to these questions.	9.5%	40.5%	45.2%	2.4%	2.4%
59. Questioning assumptions and authorities and testing out the value system you have inherited.	19.0%	42.9%	33.3%	4.8%	

OTHER SKILLS

	A	B	C	D	E
60. Being objective, especially in dealing with controversial issues.	24.0%	43.9%	26.8%	4.9%	
61. Knowing who you are and appreciating your value as a human being.	35.7%	45.2%	19.0		
62. Feeling a sense of responsibility to the community.	28.6%	47.6%	21.4%		2.4%
63. Developing your leadership skills.	21.4%	42.9%	26.2%	7.1%	2.4%
64. Assuming responsibility and showing a readiness to take risk.	33.3%	47.6%	19.0%		
65. Motivating other people toward the accomplishment of a task.	21.4%	52.4%	21.4%	4.8%	
66. Wanting to know purely for the sake of knowing.	28.6%	38.1%	31.0%	2.4%	2.4%
67. Feeling clear about your own value system.	38.1%	38.1%	21.4%	2.4%	

COMPETENCY SURVEY
FALL '86 - Given to incoming Frosh
Pre-Test Non-QUESTERS

F9

Please record your social security number in the Identiciation section of the answer sheet. Your first response should be recorded at item #10. Your responses will be held in confidence.

For each of the following, use the following scale.

A. I am very good at this
B. I am good at this
C. My skills are adequate in this area
D. I'm below average in this area
E. I don't even know what this means

MEAN		A	B	C	D	E
	COMMUNICATION SKILLS					
1.577	18. Speaking before others and expressing your own ideas.	9.9	33.8	45.1	11.3	
1.296	19. Controlling my voice and body movements to convey a certain impression.	12.7	52.1	28.2	7.0	
1.225	20. Engaging in a discussion as both a speaker and a listener.	15.5	49.3	32.4	2.8	
1.817	21. Speaking clearly and effectively in an extemporaneous situation.	11.3	26.8	35.2	22.5	4.2
1.127	22. Being proficient in standard English usage (grammar, spelling, etc.).	25.2	31.4	23.9	8.5	
.930	23. Being logical and persuasive in arguments.	28.2	52.1	18.3	1.4	
1.056	24. Distinguishing opinion from fact.	19.7	54.9	25.4		
1.535	25. Being able to develop a thesis into a coherent, unified essay or speech.	11.3	35.2	42.3	11.3	
1.316	26. Collecting, evaluating, using and correctly crediting primary and secondary sources.	15.7	37.1	40.0	7.1	
1.225	27. Being able to use concrete and specific details to support and develop a central idea.	16.9	45.1	36.6	1.4	
	MATHEMATICS SKILLS					
1.915	28. Understanding the uses and limits of descriptive statistics.	7.0	31.0	38.0	11.3	12.7
1.043	29. Understanding the language, notation system and deductive nature of mathematics.	12.7	31.0	39.4	12.7	4.2
2.000	30. Using a mathematical model.	4.2	33.8	32.4	16.9	12.7
1.831	31. Solving problems at the pre-calculus level.	11.9	23.9	26.8	23.9	8.5
1.254	32. Using graphs.	18.3	45.1	29.6	7.0	
2.155	33. Using tree diagrams.	4.2	28.2	32.4	18.3	16.9
2.831	34. Constructing simple algorithms.	1.4	14.1	25.4	18.3	40.8
1.845	35. Using arithmetic and geometric sequences.	8.5	23.9	47.9	14.1	5.6
2.225	36. Understanding the concepts of theorem, axiom, postulate and probability.	4.2	22.5	35.2	22.5	15.5
1.352	37. Recognizing that there are many mathematical techniques for problem solving.	21.1	32.4	36.6	9.9	

(over)

For each of the following, use the following scale.

A. I am very good at this
B. I am good at this
C. My skills are adequate in this area
D. I'm below average in this area
E. I don't even know what this means

MEAN

APPRECIATING PHYSICAL WELL-BEING

1.042 38. Knowing a sport that can keep me in shape the rest of my life.
42.3 26.8 15.5 15.5

1.099 39. Being aware of stress and some relaxation techniques to help manage stress.
26.8 45.1 19.7 8.5

.944 40. Being aware of my own levels of fitness, strength and flexibility.
35.2 39.4 22.5 1.4 1.4

UNDERSTANDING THE NATURAL WORLD

1.479 41. Understanding and using the scientific method.
18.3 26.8 46.5 5.6 2.8

1.887 42. Evaluating scientific research.
7.0 22.5 47.9 19.7 2.8

1.887 43. Understanding the basic principles underlying natural phenomena.
9.9 22.5 43.7 16.9 7.0

1.764 44. Understanding the interrelatedness of all things in nature and the consequent interrelatedness of the sciences.
12.7 31.0 36.6 12.7 7.0

1.468 45. Understanding the interaction between nature and human activities.
14.1 46.5 25.4 12.7 1.4

UNDERSTANDING SOCIETY

1.380 46. Understanding the concept of "society" and its component parts.
14.1 40.8 38.0 7.0

1.479 47. Understanding the major institutions in society, their interaction and their effect on the individual.
15.5 35.2 36.6 11.3 1.4

1.127 48. Realizing the influence of geography on a group of people and their social organization.
22.5 45.1 29.6 2.8

1.761 49. Understanding economic principles and their social effects.
2.8 36.6 42.3 18.3

1.324 50. Understanding human behavior and motivation.
18.3 36.6 39.4 5.6

1.352 51. Understanding the social impact of technology.
11.3 47.9 35.2 5.6

1.958 52. Understanding the basic assumptions and methods used in the social sciences.
5.6 23.9 40.8 28.2 1.4

1.915 53. Understanding the principles of political organization and their social effects.
7.0 26.8 33.8 32.4

For each of the following, use the following scale.

A. I am very good at this
B. I am good at this
C. My skills are adequate in this area
D. I'm below average in this area
E. I don't even know what this means

MEAN

UNDERSTANDING OUR CULTURAL HERITAGE

1.732 54. Understanding the historic development of Western civilization.
12.7 23.9 40.8 22.5

1.676 55. Understanding how historic events produced the present and being able to make critical judgments of the present based on the past.
12.7 23.9 46.5 16.9

1.507 56. Having some understanding of the visual arts, music, literature.
14.1 33.8 39.4 12.7

.972 57. Being tolerant of others' tastes and opinions.
32.4 40.8 23.9 2.8

1.479 58 Trying to answer some of the "eternal questions" that humans ask and being aware of some of the answers given to these questions.
18.3 32.4 35.2 11.3 2.8

1.437 59. Questioning assumptions and authorities and testing out the value system you have inherited.
18.3 31.0 40.8 8.5 1.4

OTHER SKILLS

1.114 60. Being objective, especially in dealing with controversial issues.
24.3 44.3 27.1 4.3

.863 61. Knowing who you are and appreciating your value as a human being.
36.6 49.3 11.3 2.8

1.225 62. Feeling a sense of responsibility to the community.
12.7 59.2 21.1 7.0

1.666 63. Developing your leadership skills.
9.9 39.4 31.0 19.7

.944 64. Assuming responsibility and showing a readiness to take risk.
31.0 46.5 19.7 2.8

1.268 65. Motivating other people toward the accomplishment of a task.
16.9 47.9 26.8 8.5

.803 66. Wanting to know purely for the sake of knowing.
42.3 38.0 16.9 2.8

.803 67. Feeling clear about your own value system.
42.3 35.2 22.5

Given To 2 similar work
2 BUSINESS MATH CLASSES / SPRING '88

NON-QUEST
POST-TEST

Please record your Social Security number in the Identification section of the answer sheet. Your first response should be recorded at item #18. Your [illegible] will be held in confidence.

Appendix F12

For each of the following, use the following scale.

A. I am very good at this
B. I am good at this
C. My skills are adequate in this area
D. I'm below average in this area
E. I don't even know what this means

MEAN

COMMUNICATION SKILLS

1.358 18. Speaking before others and expressing your own ideas. .2
16.3 43.1 27.3 11.4

1.515 19. Controlling my voice and body movements to convey a certain impression. .3 worse
8.1 41.5 39.0 6.5 4.9

1.211 20. Engaging in a discussion as both a speaker and a listener. Same
16.3 56.1 17.9 9.8

1.610 21. Speaking clearly and effectively in an extemporaneous situation. .2
11.4 27.6 52.0 6.5 2.4

1.130 22. Being proficient in standard English usage (grammar, spelling, etc.). Same
26.8 45.5 15.4 12.2

1.403 23. Being logical and persuasive in arguments. .5 worse
17.9 25.2 52.0 2.4 2.4

1.073 24. Distinguishing opinion from fact. same
22.8 49.6 25.2 2.4

1.352 25. Being able to develop a thesis into a coherent, unified essay or speech. .1
21.1 32.5 39.0 4.9 2.4

1.114 26. Collecting, evaluating, using and correctly crediting primary and secondary sources.
26.8 37.4 33.3 2.4 .3

1.179 27. Being able to use concrete and specific details to support and develop a central idea.
22.8 41.5 33.3 2.4 same

MATHEMATICS SKILLS

1.892 28. Understanding the uses and limits of descriptive statistics. Same
5.8 30.0 40.8 15.8 7.5

1.261 29. Understanding the language, notation system and deductive nature of mathematics. Same
20.3 25.6 37.4 16.3 2.4

1.919 30. Using a mathematical model.
13.0 25.2 28.5 23.6 9.8 .1

1.642 31. Solving problems at the pre-calculus level.
26.0 18.7 22.8 30.1 2.4 .2

1.047 32. Using graphs.
32.5 35.0 27.6 4.9 .3

1.886 33. Using tree diagrams.
13.0 26.8 33.3 12.2 14.6 .3

2.122 34. Constructing simple algorithms.
11.4 17.1 35.0 21.1 15.4 .7

1.557 35. Using arithmetic and geometric sequences.
13.8 37.4 32.5 13.8 2.4 .3

1.902 36. Understanding the concepts of theorem, axiom, postulate and probability. .3
8.7 21.1 47.2 16.3 6.5

1.758 37. Recognizing that there are many mathematical techniques for problem solving.
25.2 28.5 34.1 9.8 2.4 Same

(over)

For each of the following, use the following scale.

A. I am very good at this
B. I am good at this
C. My skills are adequate in this area
D. I'm below average in this area
E. I don't even know what this means

MEAN

APPRECIATING PHYSICAL WELL-BEING

1.665 38. Knowing a sport that can keep me in shape the rest of my life.
25.2 47.2 23.6 4.1

1.390 39. Being aware of stress and some relaxation techniques to help manage stress.
17.1 41.5 24.3 9.8 2.4

1.228 40. Being aware of my own levels of fitness, strength and flexibility.
20.3 41.5 33.3 4.9

UNDERSTANDING THE NATURAL WORLD

1.407 41. Understanding and using the scientific method.
15.4 39.8 43.9 2.4 2.4

1.626 42. Evaluating scientific research.
12.2 27.6 45.5 14.6

1.707 43. Understanding the basic principles underlying natural phenomena.
8.9 30.1 44.7 13.8 2.4

1.542 44. Understanding the interrelatedness of all things in nature and the consequent interrelatedness of the sciences.
6.7 41.7 42.5 9.2

1.374 45. Understanding the interaction between nature and human activities.
5.7 58.5 30.9 2.4 2.4

UNDERSTANDING SOCIETY

1.154 46. Understanding the concept of "society" and its component parts.
26.0 37.4 31.7 4.9

1.252 47. Understanding the major institutions in society, their interaction and their effect on the individual.
17.9 46.3 30.9 2.4 2.4

1.187 48. Realizing the influence of geography on a group of people and their social organization.
17.1 52.0 26.0 4.9

1.602 49. Understanding economic principles and their social effects.
17.1 20.3 50.4 9.8 2.4

1.033 50. Understanding human behavior and motivation.
27.6 48.8 16.3 7.3

1.398 51. Understanding the social impact of technology.
10.6 52.8 25.2 8.9 2.4

1.415 52. Understanding the basic assumptions and methods used in the social sciences.
10.6 44.7 37.4 7.3

1.894 53. Understanding the principles of political organization and their social effects.
5.7 26.0 43.9 22.0 2.4

For each of the following, use the following scale.

A. I am very good at this
B. I am good at this
C. My skills are adequate in this area
D. I'm below average in this area
E. I don't even know what this means

MEAN

UNDERSTANDING OUR CULTURAL HERITAGE

1.267 54. Understanding the historic development of Western civilization.
22.5 40.8 24.2 12.5

1.325 55. Understanding how historic events produced the present and being able to make critical judgments of the present based on the past.
16.7 41.7 36.7 2.5 2.5

1.192 56. Having some understanding of the visual arts, music, literature.
19.2 60.0 18.3 7.5

.983 57. Being tolerant of others' tastes and opinions.
32.5 46.7 15.8 5.0

1.525 58. Trying to answer some of the "eternal questions" that humans ask and being aware of some of the answers given to these questions.
9.2 31.2 44.2 5.0 2.5

1.325 59. Questioning assumptions and authorities and testing out the value system you have inherited.
18.3 40.8 33.3 5.0 2.5

OTHER SKILLS

1.203 60. Being objective, especially in dealing with controversial issues.
21.2 44.9 26.3 7.6

.908 61. Knowing who you are and appreciating your value as a human being.
35.0 44.2 18.3 2.5

1.075 62. Feeling a sense of responsibility to the community.
27.5 45.0 22.5 2.5 2.5

1.342 63. Developing your leadership skills.
20.8 41.7 25.0 7.5 5.0

.908 64. Assuming responsibility and showing a readiness to take risk.
32.5 46.7 18.3 2.5

1.183 65. Motivating other people toward the accomplishment of a task.
20.0 51.7 20.8 5.0 2.5

1.150 66. Wanting to know purely for the sake of knowing.
28.3 35.8 30.8 2.5 2.5

.967 67. Feeling clear about your own value system.
36.7 31.5 20.8 2.5 2.5

APPENDIX G

Attendance of Community of Learning Events for 1986-87

Sign-ups for events:

Dec. 9 Norman Luboff Choir (Amateur Musical Club) - 5 tickets, 2 signed up, 2 gave away, 1 not used.

Dec. 5-14 An Old Fashioned Melodrama (Peoria Players) - 8 tickets, 5 used, 3 to Bobbie Wittmer.

Jan. 23 Cambridge Buskers (Subscription Series) - 10 tickets, 3 used, 7 to Bobbie Wittmer.

Jan. 27 Biloxi Blues (Broadway Theater League) - 8 tickets, 7 signed up, 1 not used.

Jan. 30-Feb. 8 (Peoria Players) Forty Carats - 8 tickets, 6 used, 2 to Bobbie Wittmer.

Feb. 7 Peoria Symphony - 17 tickets, 17 used.

Feb. 10 Amherst Sax. Quartet (Student Programming Board) - 10 tickets, 3 used, 7 to Bobbie Wittmer.

Mar. 5 On the 20th Century (Broadway Theater League) - 8 tickets, 8 used.

Mar. 6 Hungarian St. Folk Ensemble (Amateur Musical League) - 5 tickets, 5 used (1 by non-QUESTer).

Mar. 13-22 Give My Regard To Broadway (Broadway Theater League) - 8 tickets, 6 used, 2 to Bobbie Wittmer.

Mar. 27 Newport Jazz Festival All-Stars (Subscription Series) - 10 tickets, 8 used, 2 to Bobbie Wittmer.

Mar. 28 Peoria Sym. "Moran and Thompson" - 15 tickets, 10 used, 2 to Bobbie Wittmer.

Apr. 11 Tosca - 10 tickets, 10 used.

Apr. 15 Tom DeLuca (Student Programming Board) - 10 tickets, 10 used.

Apr. 23 CAN CAN (Broadway Theater League) - 8 tickets, 8 used.

May 5 Peoria Chiefs - 20 tickets, 16 used, 4 returned to Bobbie Wittmer.

May 5 Peoria Sym. (Jonathan Shames, Pianist) - 17 tickets, 2 used, 15 to Bobbie Wittmer.

May 1-10 Amadeus (Peoria Players) - 8 tickets, 8 used.

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FIRST SEMESTER:

Sept. 11 "Regency" (PAC) - 30 tickets: 27 used, 3 given to Bobbie Wittmer.

Sept. 12 "The Sound of Music" (Civic Center) - 35 tickets: all used.

Sept. 11-20 "Mame" (Peoria Players Theatre) - 10 tickets: 9 used, 1 given to Bobbie Wittmer.

Oct. 2 "Cats" (Civic Center) - 14 tickets given away by drawing: all used.

Oct. 2 "Maynard Ferguson and High Voltage" (Subscription Series - PAC) - 8 tickets: 7 used, 1 given to Bobbie Wittmer.

Oct. 4 "Prairie Wind Ensemble" (PAC) - 10 tickets: all used.

Oct. 16-25 "You Can't Take It With You" (Peoria Players Theatre) - 10 tickets: 8 used, 2 given to Bobbie Wittmer.

Oct. 30 "Chicago Jazz Quintet" (PAC) - 30 tickets: 17 used, 13 given to Bobbie Wittmer.

Nov. 6 "The Buffalo Shufflers" (PAC) - 8 tickets: 5 used, 3 given to Bobbie Wittmer.

Nov. 7 "Lucia Di Lammermoor" (Peoria Civic Opera) - 11 tickets: all used.

Nov. 10 "Majestic Beethoven Ninth" (Peoria Symphony Orchestra) - 10 tickets: 9 used, 1 given to Bobbie Wittmer.

Nov. 13 "Stephen Robinson/Classical Guitarist" (PAC) - 8 tickets: all used.

Nov. 25 "La Cage Aux Follies" (Broadway Theatre Series) - 8 tickets: all used.

Dec. 4 "Philharmonic Chorale" (PAC) - 20 tickets: 7 used, 13 given to Bobbie Wittmer.

Dec. 5 "The Kingston Trio" (PAC) - 8 tickets: all used.

Dec. 6 "Prairie Wind Ensemble" (PAC) - 10 tickets: 2 used, 8 given to Bobbie Wittmer.

Dec. 4-13 "Stop the World - I Want To Get Off" (Peoria Players Theatre) - 10 tickets: 6 used, 4 given to Bobbie Wittmer.

SECOND SEMESTER:

Jan. 22 "Chinese Golden Dragon Acrobats and Magicians" (PAC) - 8 tickets: 4 used, 4 given to Bobbie Wittmer.

Feb. 5 "First Annual Faculty/Staff/Student Talent Show" (PAC) - 10 tickets: all used.

Feb. 6 "Peoria Symphony Orchestra" (Civic Center Theatre) - 10 tickets: all used.

Jan. 29-Feb. 7 "Agnes of God" (Peoria Players Theatre) - 10 tickets: all used.

Feb. 12 "Joseph Holmes Dance Theatre" (PAC) - 8 tickets: all used.

Feb. 14 "Barber of Seville" (Peoria Civic Center) - 6 tickets: 3 used, 3 no-shows.

March 4 "The Night Thoreau Spent in Jail" (PAC) - 8 tickets: all used.

March 5 "Big River" (Broadway Theatre Series) - 8 tickets: 6 used by QUESTers and 2 used by teachers.

March 10 "Prairie Wind Ensemble" (PAC) - 10 tickets: 4 used, 6 given to Bobbie Wittmer.

March 11 "The 1940's Radio Hour" (PAC) - 8 tickets: all used.

March 11-20 "Cole" (Peoria Players Theatre) - 10 tickets: all used.

March 25 "Tom Deluca" (PAC) - 30 tickets: 26 used, 4 given to Bobbie Wittmer.

April 8 "1964 as the Beattles" (PAC) - 30 tickets: all used.

April 16 "Faust" (Peoria Civic Opera) - 10 tickets: all used.

April 29 "Greater Tuna" (PAC) - 8 tickets: all used.

May 4 "I'm Not Rappaport" (Broadway Theatre Series) - 8

tickets: all used.

May 5 "Prairie Wind Ensemble" (PAC) - 10 tickets: all given to Bobbie Wittmer.

May 6 "Indianapolis Ballet Theatre" (PAC) - 8 tickets: all used.

May 6-15 "Jesus Christ Superstar" (Peoria Players Theatre) - 10 tickets: 7 used, 3 given to Bobbie Wittmer.

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